



Qualification Specification

# **ProQual Level 4 Diploma in Enhanced Health & Social Care Practice (Northern Ireland)**

# ProQual Level 4 Diploma in Enhanced Health & Social Care Practice (Northern Ireland)



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### Introduction

The ProQual Level 4 Diploma in Enhanced Health and Social Care Practice (Northern Ireland) is a nationally recognised qualification designed for individuals working in, or progressing within, health and social care roles that involve a higher level of responsibility, including team leadership or complex practice environments.

The qualification supports the development of the knowledge, skills and professional practice required to deliver effective, safe and person-centred care in line with sector standards. The qualification is fully endorsed by the Northern Ireland Social Care Council (NISCC).

This qualification relates to the following National Occupational Standards:

[National Occupational Standards – Health and Social Care](#)

The qualification is unitised and assessed on a pass or fail basis. Learners are required to demonstrate a comprehensive understanding of enhanced health and social care practice and apply this knowledge within their professional role.

The qualification is aligned to Level 4 of the Regulated Qualifications Framework (RQF), reflecting a higher level of knowledge, understanding and application in practice. The RQF comprises levels from Entry Level (Entry 1–3) to Level 8.

The ProQual Level 4 Diploma in Enhanced Health and Social Care Practice (Northern Ireland) aims to provide learners with training aligned to effective and safe working practices within the health and social care sector.

The objectives of this qualification are to:

- Develop and evidence knowledge, skills and competence to enhance professional practice in health and social care.
- Support continuing professional development.
- Provide progression opportunities to higher level qualifications, including leadership and management roles within the sector.

This qualification is suitable for individuals who hold significant responsibilities within their role, either as a team leader or as an individual practitioner working in a complex environment, and who wish to consolidate and enhance their practice.

This qualification supports progression to further learning, including the ProQual Level 5 Diploma in Leadership and Management in Health and Social Care Services (Northern Ireland).

**This qualification is approved for delivery only within Northern Ireland.**

The awarding body for this qualification is ProQual Awarding Body (ProQual AB). The qualification is regulated by Ofqual, accredited on the Regulated Qualifications Framework (RQF) and published on CCEA's Register of Qualifications.

## Qualification Profile

<b>Qualification Title:</b>	ProQual Level 4 Diploma in Enhanced Health & Social Care Practice (Northern Ireland)
<b>Qualification Number:</b>	610/7591/7
<b>Level:</b>	Level 4
<b>Total Qualification Time (TQT):</b>	600 Hours 60 Credits
<b>Guided Learning Hours (GLH):</b>	431 Hours
<b>Assessment:</b>	Pass/Fail
	Internally assessed and verified by centre staff
	Externally quality assured by ProQual Verifiers
<b>Qualification Start Date:</b>	07/05/2026
<b>Qualification Review Date:</b>	07/05/2029

### Learner Profile

This qualification is suitable for individuals working in health and social care roles who have significant responsibility for delivering care and support, either as experienced practitioners or in roles involving elements of supervision or team leadership within a complex working environment. It is designed for those seeking to consolidate and enhance their practice, develop a deeper understanding of their role and context, and contribute to effective, safe and person-centred care.

The qualification supports learners to engage in continuing professional development (CPD) and provides opportunities for progression to higher level qualifications, including leadership and management roles within health and social care services.

There are no formal academic entry requirements for this qualification. Centres should carry out their own assessment to establish candidate's existing knowledge and skills in order to develop the assessment plan.

Candidates must be aged at least 18 years old on the day that they are registered for this qualification and be employed in relevant health and social care roles in Northern Ireland.

Centres are reminded that no assessment activity may take place until a candidate has been registered.

## Qualification Structure

This qualification consists of mandatory and optional units.

Learners will be required to achieve a minimum of 60 credits for the Diploma.

All mandatory units must be achieved (33 credits), with the remaining credits (minimum of 27 credits) taken from the optional units.

Unit Number	Unit Title	Level	Credits	GLH
<b>Mandatory Units – Candidates must complete all units in this group.</b>				
K/652/1520	Implementing Effective Communication and Information Sharing in Health and Social Care	4	5	35
M/652/1522	Utilising Continuing Professional Development in Health and Social Care	4	4	30
Y/652/1525	Implementing Equality, Diversity and Inclusion in Health and Social Care	4	3	20
F/652/1528	Understand Leadership, Governance and Improvement in Health and Social Care	4	3	24
R/652/1532	Implementing Partnership and Person-Centred Practice in Health and Social Care	4	5	30
Y/652/1534	Understand Teamwork and Performance Management in Health and Social Care	4	3	24
D/652/1536	Promoting and Implementing Health and Safety in Health and Social Care	3	4	30
F/652/1537	Understand Mental Capacity and Restrictive Practices in Health and Social Care	3	2	12
H/652/1538	Understand Safeguarding, Protection and Duty of Care in Health and Social Care	3	4	30

Unit Number	Unit Title	Level	Credits	GLH
<b>Optional Units – Candidates must achieve a minimum of 27 credits from this group.</b>				
J/652/1539	Implementing Quality Assurance in Health and Social Care	4	2	14
M/652/1540	Assessing and Planning to Meet the Physical Health Needs of Individuals with Mental Health Needs	4	5	35

R/652/1541	Supporting Individuals to Maintain and Develop Everyday Living Skills	3	4	25
T/652/1542	Supporting Individuals to Access and Use Services and Facilities	3	4	25
Y/652/1543	Facilitating Care/Support Planning for Individuals	4	4	30
A/652/1544	Supporting Individuals and Carers/Families in Times of Crisis	4	4	30
D/652/1545	Supporting Individuals to Access and Manage Direct Payments	4	5	30
F/652/1546	Implementing Person-Centred Assessment to Support Well-being	4	3	18
H/652/1547	Administering Medication in Health and Social Care	4	5	40
J/652/1548	Managing a Team in Health and Social Care	4	6	45
K/652/1549	Supporting Individuals with Multiple Conditions and/or Disabilities	4	4	30
R/652/1550	Promoting Disability-Inclusive Models of Practice in Health and Social Care	4	3	20
T/652/1551	Supporting Infection Prevention and Control in Health and Social Care	4	5	40
Y/652/1552	Undertaking an Inquiry Project in Health and Social Care	4	4	30
A/652/1553	Sharing Knowledge and Best Practice in Health and Social Care	4	3	21
D/652/1554	Supporting Individuals in Shared Lives Arrangements	4	4	30
F/652/1555	Supporting Individuals to Access and Undertake Education, Training or Employment	4	4	30
H/652/1556	Providing Information, Advice or Guidance	4	4	30
J/652/1557	Assessing the Needs of Carers/Families	4	4	30
K/652/1558	Supporting Individuals to Live at Home	4	4	30
L/652/1559	Supporting Individuals to Participate in Activities Provision in Health and Social Care	4	4	30
T/652/1560	Supporting Individuals with Autistic Spectrum Disorder (ASD)	4	4	30
Y/652/1561	Supporting Individuals to Access Housing and Accommodation Services	4	5	40

A/652/1562	Supporting Individuals During Periods of Transition	4	4	30
D/652/1563	Supporting Individuals through Detoxification Programmes	4	4	30
F/652/1564	Supporting Individuals to Manage their Finances	4	3	20
H/652/1565	Leading and Managing Behavioural Support Strategies for Individuals in Health and Social Care	5	6	50
J/652/1566	Supporting the Use of Assistive Technology in Health and Social Care	5	4	28

## Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

To deliver this qualification, centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity\*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurer

\*Centres are advised that an individual cannot act as the Internal Quality Assurer for their own assessment decisions.

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

**Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up to-date knowledge of the health and social care sector. This competence should enable them to effectively impart knowledge and practical skills to learners.

**Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

**Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of three years of relevant, hands-on experience in the health and social care sector.

These requirements collectively ensure that learners receive training from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience in the health and social care sector.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their health and social care competencies.

### Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

### ProQual Level 4 Diploma in Enhanced Health & Social Care Practice (Northern Ireland)

#### Claiming Certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

#### Unit Certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

#### Replacement Certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

## Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all learning outcomes and assessment criteria for each unit.

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

When demonstrating knowledge, learners can draw from their own organisation or another organisation they are familiar with to provide context.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning (RPL).

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Assessment for this qualification is carried out by the centre and is subject to ProQual Awarding Body's quality assurance procedures.

### Assessor Requirements

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors must:

- Possess a high level of occupational competence and up-to-date knowledge of the health and social care sector.
- Hold a qualification at a level higher than the qualification being assessed.
- Have a minimum of three years' relevant occupational experience within the health and social care sector.
- Have experience of, or be working towards competence in, assessment practice, including the planning, conducting and reviewing of assessment to ensure validity and fairness.

Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.  
*(Suitable for assessment taking place in a working environment only.)*
- ProQual Level 3 Award in Assessing Vocational Achievement.  
*(Suitable for assessment taking place in a simulated training environment only.)*

### Internal Quality Assurance

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions.

The Internal Quality Assurer (IQA) is responsible for monitoring the quality of assessment processes and decisions to ensure consistency, validity and reliability across the centre.

Internal Quality Assurers must:

- Possess a high level of occupational knowledge and understanding of the health and social care sector.
- Have a minimum of three years' relevant occupational experience within the health and social care sector.
- Have experience of, or be working towards competence in, internal quality assurance practice.

- Hold or be working towards a recognised Level 4 Internal Quality Assurance qualification or equivalent.

Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

IQAs must carry out thorough and systematic monitoring of assessment activities, ensuring that all assessment and quality assurance requirements are met and that assessment decisions accurately reflect learner achievement.

**Occupationally competent** means capable of carrying out the full requirements contained within a unit.

**Occupationally knowledgeable** means possessing relevant knowledge and understanding of the subject area.

## Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Mandatory Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Implementing Effective Communication and Information Sharing in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	5
<b>Unit Number:</b>	K/652/1520	<b>TQT:</b>	50	<b>GLH:</b>	35
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to understand and implement effective communication and information sharing skills whilst working with individuals and others.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0021 Support effective communication</li> <li>• SCDHSC0031 Promote effective communication</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand effective communication in your setting.	1.1	Explain factors that may impact on communication with:  a. Individuals b. Others  in your setting.		
		1.2	Describe how technologies are used to promote and enhance effective communication with individuals and others in your setting.		
		1.3	Describe skills required to be an effective communicator in your role and setting.		

2	Understand operational frameworks that support communication and information sharing in health and social care.	2.1	Outline the legislation relevant to information sharing in health and social care.
		2.2	Analyse key principles with regard to confidentiality and information sharing, including Regulatory Standards and agreed ways of working applicable to your role and setting.
		2.3	Describe potential tensions between maintaining an individual's confidentiality and sharing information with others.
		2.4	Summarise the potential implications of a 'data breach' in the handling of information for: <ul style="list-style-type: none"> <li>a. individuals</li> <li>b. self</li> <li>c. your organisation</li> </ul>
3	Be able to communicate effectively with individuals and others.	3.1	Use agreed methods of communication to interact with: <ul style="list-style-type: none"> <li>a. an individual in accordance with their care/support plan</li> <li>b. others</li> </ul> in accordance with agreed ways of working.
		3.2	Use appropriate and effective engagement skills when communicating with an individual and others.
4	Be able to share information with individuals or others.	4.1	Demonstrate the use of appropriate formats that enable an individual or others to understand the information shared.
		4.2	Confirm an individual's or others' understanding of information shared.
5	Be able to implement good practice in record keeping and information sharing.	5.1	Demonstrate how to maintain accurate, complete, retrievable and up to date records, in accordance with legal requirements and agreed ways of working.
		5.2	Demonstrate how to maintain confidentiality in day-to-day communication and record keeping, in line with agreed ways of working.

5	<i>Continued</i>	5.3	Demonstrate the appropriate and safe use of digital communication systems in line with agreed ways of working.
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## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcomes 1 and 2

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

### Primary assessment method(s) for Learning Outcomes 3, 4 and 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

Others may include carers, families, friends, practitioners, colleagues, other professionals, etc.

**Assessment Criteria 4.1** – formats may include verbal, written, web based, using specific aids, braille, large print, sign languages, etc.

**Assessment Criteria 5.3** – Digital communication systems may include the use of mobile or other permitted devices for work purposes such as phone calls, emails, access to workplace apps, digital documents, information management systems or collaboration tools e.g. MS Teams/Zoom, etc.

<b>Title:</b>	Utilising Continuing Professional Development in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	M/652/1522	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to understand and use reflective practice and evidence-based practice; and support their professional development and wellbeing.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0023 Develop your own knowledge and practice</li> <li>• SCDHSC0033 Develop your practice through reflection and learning</li> <li>• SCDHSC0043 Take responsibility for the continuing professional development of yourself and others</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the requirements of your own role.	1.1	Summarise the duties and responsibilities of your own role.		
		1.2	Explain lines of accountability and associated processes used in your setting to support you in your role.		
2	Understand the importance of reflective practice and evidence-based practice in health and social care.	2.1	Explain the nature and importance of: <ul style="list-style-type: none"> <li>a. reflective practice</li> <li>b. evidence-based practice</li> </ul> in health and social care.		
		2.2	Evaluate the use of: <ul style="list-style-type: none"> <li>a. reflective practice</li> <li>b. evidence-based practice</li> </ul> in your own setting.		

3	Be able to use reflective practice in order to improve health and social care practice.	3.1	Reflect on an aspect of recent learning in order to describe its impact on: <ul style="list-style-type: none"> <li>a. your own development</li> <li>b. individuals or others</li> </ul>
		3.2	Use examples from your work setting and a model of reflective practice, to reflect on how your own practice: <ul style="list-style-type: none"> <li>a. has improved</li> <li>b. may need to improve</li> </ul>
4	Be able to agree and implement a learning and development plan.	4.1	Provide access to records to demonstrate how you collaborated with others to prioritise: <ul style="list-style-type: none"> <li>a. your learning needs</li> <li>b. development opportunities</li> </ul>
		4.2	Review progress in relation to your professional development plan and agree actions with others, as appropriate.
5	Know how to manage your own wellbeing.	5.1	Explain what is meant by: <ul style="list-style-type: none"> <li>a. personal wellbeing</li> <li>b. resilience</li> </ul>
		5.2	Analyse factors that affect your own wellbeing and possible strategies to address these.

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcomes 1, 2 and 5

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

### Primary assessment method(s) for Learning Outcomes 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.2** – Accountability processes may include adherence to standards associated with professional registration and performance management processes e.g. supervision, appraisal, completion of competencies, training, timesheets, etc.

**Assessment Criteria 3.1** – 'Recent learning', under normal circumstances, ought to refer to learning within the previous 12 months.

Learning may include mentoring, in-house training, learning from others at team meetings/case discussions, attending formal training or conferences, distance learning, use of NISCC Learning Zone, internet research, own reading and research.

**Assessment Criteria 3.2** - Improved practice may include areas of understanding, skills or values that underpin best practice and align with sectoral standards, agreed ways of working and evidence-based best practice.

**Assessment Criteria 5.2** - Factors may positively or negatively affect wellbeing. Strategies may include work/life balance, time management, availing of wellbeing supports (which may be internal or external to the learner's organisation). Consideration may include those availed of and those currently not availed of.

<b>Title:</b>	Implementing Equality, Diversity and Inclusion in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	3
<b>Unit Number:</b>	Y/652/1525	<b>TQT:</b>	30	<b>GLH:</b>	20
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to understand and implement equality, diversity and inclusive practice in health and social care.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0025 Contribute to implementation of care or support plan activities</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> <li>• SCDHSC3111 Promote the rights and diversity of individuals</li> <li>• SCDHSC0234 Uphold the rights of individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand equality, diversity and inclusion.	1.1	Summarise key aspects of current legislation relating to equality, diversity and inclusion.		
		1.2	Analyse how legislation, Regulatory Standards and agreed ways of working apply to your role, in relation to equality, diversity and inclusion.		
		1.3	Explain how barriers to equality may impact on individuals.		
		1.4	Analyse how inclusive practice promotes respect for individuals.		
2	Understand how to promote equality, diversity and inclusion.	2.1	Explain how to challenge discrimination in order to promote equality and diversity.		
		2.2	Explain how to support others to promote inclusive practice.		

3	Be able to work in a way that supports equality and diversity.	3.1	Demonstrate the use of person-centred approaches to support equality and diversity.
		3.2	Demonstrate how to work with others to promote equality and diversity.
		3.3	Access resources to support equality and diversity practice.
		3.4	Reflect on your own practice in relation to equality and diversity and identify possible areas for improvement.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcomes 1 and 2

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcome 3

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.3** – Barriers to equality may include unconscious bias.

**Assessment Criteria 1.4** - Respect for individuals may be in relation to their beliefs, culture, values, preferences, or life experience.

**Assessment Criteria 3.3** – Resources may include learning materials, local policies and procedures, media reports, Trade Union materials, [NISCC Learning Zone](#), [Equality Commission for NI](#), [NI Business Info](#).

<b>Title:</b>	Understand Leadership, Governance and Improvement in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	3
<b>Unit Number:</b>	F/652/1528	<b>TQT:</b>	30	<b>GLH:</b>	24
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to understand the importance of leadership, governance and improvement in health and social care.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDCPC302 Contribute to the effective performance of your organisation</li> <li>• SCDCPC402 Promote compliance with organisational responsibility</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand leadership and management in health and social care.	1.1	Explain the concepts of 'leadership' and 'management'.		
		1.2	Explain why it is necessary to have the skill sets of both a leader and a manager in health and social care.		
		1.3	Compare and contrast two examples where management approaches may differ in order to effectively address different circumstances.		
2	Understand the context of governance and regulation in health and social care.	2.1	Outline health and social care structures in own region.		
		2.2	Outline the roles and standards associated with Regulatory Bodies applicable to you and your setting.		
		2.3	Analyse how regulatory frameworks influence the leadership and management of health and social care.		

3	Understand systems and processes for improvement in health and social care.	3.1	Explain the concepts of quality assurance and quality improvement.
		3.2	Describe the use of inspection and at least one other method to measure the achievement of quality standards.
		3.3	Describe at least two issues that have arisen from non-compliance with Regulatory Standards and ways in which practice has improved as a result.
		3.4	Analyse challenges and strategies to support a positive culture of improvement in your setting.

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcomes 1, 2 and 3

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**Assessment Criteria 2.1** - Structures may include Govt. Department, regional arrangements to include statutory, community, voluntary and private organisations.

**Assessment Criteria 2.2** - Regulatory Bodies may include: NISCC, RQIA, NIHE (Supporting People), etc.

**Assessment Criteria 2.3** - Influence of regulatory frameworks may relate to the registration of a service or workforce and renewal, inspection processes against identified standards, sanctions for non-compliance e.g. Quality Improvement Plan, suspension of services, funding withdrawal, fitness to practice processes, etc.

**Assessment Criteria 3.2** - Methods may include inspections by Regulatory Bodies, internal audits, monitoring of complaints/compliments, service users/carers forums, supervision, Serious Adverse Incident Reports/Shared Learning, etc.

**Assessment Criteria 3.3** - Non-compliance issues may include those directly associated with your own setting, other inspection reports, serious case reviews, fitness to practice reports, etc.

**Assessment Criteria 3.4** - Strategies may include staff engagement, co-production, celebrating successes, encouraging innovation, valuing learning, building honesty and trust, managing change, sustaining improvements, resource management, Regional Being Open Framework, etc.

<b>Title:</b>	Implementing Partnership and Person-Centred Practice in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	5
<b>Unit Number:</b>	R/652/1532	<b>TQT:</b>	50	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to understand and implement the knowledge and skills required to effectively work in partnership and co-production; and to use person-centred practice in health and social care.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0025 Contribute to implementation of care or support plan activities</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> <li>• SCDHSC0234 Uphold the rights of individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand partnership working in health and social care.	1.1	Identify the features of effective partnership working.		
		1.2	Analyse how effective partnership working delivers better outcomes for individuals.		
		1.3	Explain potential barriers to effective partnership working in your setting and ways to overcome them.		
2	Understand co-production in health and social care.	2.1	Explain the concept of co-production and identify its key features.		
		2.2	Analyse how co-production delivers better outcomes for individuals.		

2	<i>Continued</i>	2.3	Explain potential barriers to co-production in your setting and ways to overcome them.
3	Understand person-centred practice and positive risk taking in health and social care.	3.1	Identify the features and values of person-centred practice.
		3.2	Summarise ways in which trauma informed principles can support person-centred practice.
		3.3	Analyse how person-centred practice and positive risk-taking deliver better outcomes for individuals.
		3.4	Explain potential barriers to implementing person centred practice and positive risk taking in your setting and ways to overcome them.
		3.5	Explain how to manage risks associated with conflicts between an individual's rights and duty of care.
4	Be able to establish and maintain effective working relationships with colleagues and other professionals in health and social care.	4.1	Outline your role and responsibilities in working collaboratively with: <ul style="list-style-type: none"> <li>a. colleagues</li> <li>b. other professionals</li> </ul>
		4.2	Demonstrate use of agreed ways of working and information sharing processes, when working collaboratively with: <ul style="list-style-type: none"> <li>a. colleagues</li> <li>b. other professionals</li> </ul>
		4.3	Reflect on your own role in working collaboratively with colleagues and other professionals and identify possible areas for improvement.

5	Be able to work in a person-centred way.	5.1	<p>Demonstrate person-centred practice when:</p> <ul style="list-style-type: none"> <li>a. working in a complex or sensitive situation</li> <li>b. supporting an individual to make informed choices and decisions</li> <li>c. supporting an individual's active participation</li> <li>d. adapting actions and approaches in response to an individual's changing needs or preference</li> </ul>
		5.2	<p>Reflect on your own role in working in a person-centred way and identify possible areas for improvement.</p>

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcomes 1, 2 and 3

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 4 and 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

<b>Title:</b>	Understand Teamwork and Performance Management in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	3
<b>Unit Number:</b>	Y/652/1534	<b>TQT:</b>	30	<b>GLH:</b>	24
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to understand the nature of teamwork and performance management in health and social care.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC3120 Assess performance in health and social care services</li> <li>• SCDCPC302 Contribute to the effective performance of your organisation</li> <li>• SCDHSC0241 Contribute to the effectiveness of teams</li> <li>• SCDHSC3121 Promote the effectiveness of teams</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand effective teamwork in health and social care.	1.1	Summarise key features of effective teamwork.		
		1.2	Explain stages of team development and challenges that may be experienced at each stage.		
		1.3	Differentiate, through examples, between conflict that may be beneficial or destructive for a team.		
		1.4	Analyse methods to address conflict within a team.		
2	Understand how to promote a shared team purpose.	2.1	Outline ways to promote a shared purpose within a team.		
		2.2	Analyse an approach used in your setting to support skills and/or knowledge sharing among team members.		

3	Understand effective performance management in health and social care.	3.1	Explain the performance management cycle.
		3.2	Summarise the performance management processes used within your setting.
		3.3	Explain the key principles of effective supervision.
		3.4	Describe the performance indicators used in supervision to benchmark your practice.
		3.5	Evaluate the role of: <ul style="list-style-type: none"> <li>a. supervision</li> <li>b. one other performance management process</li> </ul> in supporting effective staff performance.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcomes 1, 2 and 3

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

<b>Title:</b>	Promoting and Implementing Health and Safety in Health and Social Care			<b>Level:</b>	3
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	D/652/1536	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to understand and demonstrate their knowledge and skills in promoting and implementing health and safety in the workplace.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0246 Maintain a safe and clean environment</li> <li>• SCDHSC0022 Support the health and safety of yourself and individuals</li> <li>• SCDHSC00243 Support the safe use of materials and equipment</li> <li>• SCDHSC0032 Promote health, safety and security in the work setting</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand your own and others' responsibilities relating to health and safety in the work setting.	1.1	Outline current legislation in relation to: <ol style="list-style-type: none"> <li>overarching health and safety</li> <li>fire safety</li> <li>hazardous substances</li> <li>moving and handling equipment or objects</li> <li>infection prevention and control</li> </ol>		

1	<i>Continued</i>	1.2	Explain your role responsibilities in relation to: <ul style="list-style-type: none"> <li>a. overarching health and safety</li> <li>b. fire safety</li> <li>c. storing and handling hazardous substances</li> <li>d. moving and handling equipment or objects</li> <li>e. infection prevention and control</li> </ul>
		1.3	Explain procedures to follow in relation to incidents and accidents which could occur in your work setting.
		1.4	Explain actions to take in your role in relation to unsafe health and safety practices.
2	Be able to undertake your responsibilities for health and safety in the work setting, in accordance with agreed ways of working.	2.1	Adhere to fire safety requirements in accordance with your role and work setting.
		2.2	Explain different types of risk assessments that are applicable to your work setting.
		2.3	Adhere to risk assessments in relation to health and safety when undertaking your own job role.
		2.4	Work with team members and/or others to monitor potential health and safety risks in your work setting.
		2.5	Identify tasks in your work setting that should not be undertaken without specific training.
		2.6	Describe types of additional support that you may require in relation to health and safety and how to access this support.
3	Be able to implement security measures in the work setting.	3.1	Explain the importance of ensuring that others are aware of your whereabouts.
		3.2	Use agreed ways of working to protect your own security and the security of others in the work setting.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2 and 3

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.1** - Objects may include shopping, bags, furniture, boxes, supplies, etc.

**Assessment Criteria 1.2** - Responsibilities may include those that arise routinely and/or in response to unplanned or emergency situations.

**Assessment Criteria 2.5** - Tasks may include use of equipment/medical devices, first aid, medication, health care procedures, food handling and preparation etc.

<b>Title:</b>	Understand Mental Capacity and Restrictive Practices in Health and Social Care			<b>Level:</b>	3
				<b>Credit Value:</b>	2
<b>Unit Number:</b>	F/652/1537	<b>TQT:</b>	20	<b>GLH:</b>	12
<b>Unit Purpose and Aims:</b>	<p>This unit covers areas of legislation and principles in relation to capacity and ways in which these impact on practice in health and social care, including the appropriate use of restrictive practices.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0313 Work with children and young people to promote their own physical and mental health</li> <li>• SCDHSC0024 Support the Safeguarding of Individuals</li> <li>• SCDHSC0035 Promote the safeguarding of individuals</li> <li>• SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand capacity and consent when providing care/support.	1.1	Identify current legislation relating to an individual's capacity.		
		1.2	Outline the principles that underpin practice, in relation to capacity and consent.		
2	Understand restrictive practice.	2.1	Describe what is meant by 'restrictive practice'.		
		2.2	Analyse the principles that underpin the use of restrictive practices.		
		2.3	Describe at least two restrictive practices that may be appropriately used in identified circumstances.		
		2.4	Explain the importance and impact of seeking the least restrictive option for individuals.		

2	<i>Continued</i>	2.5	Identify how to raise concerns in your role, when restrictions appear out of proportion with presenting risk.
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### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcomes 1 and 2

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**Assessment Criteria 2.1** - Restrictive Practices are those that limit a person's movement, day to day activity or function.

**Assessment Criteria 2.3** - A range of restrictive practices may be considered, as identified in regional and/or organisational policy and must be legally compliant.

<b>Title:</b>	Understand Safeguarding, Protection and Duty of Care in Health and Social Care			<b>Level:</b>	3
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	H/652/1538	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit covers areas of safeguarding and protection of those at risk of harm from abuse, neglect or exploitation. It identifies different types of abuse and the signs that might indicate abuse occurring. It considers when individuals may be particularly vulnerable to abuse, neglect or exploitation and what a learner must do if abuse is suspected or alleged.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0024 Support the Safeguarding of Individuals</li> <li>• SCDHSC0035 Promote the safeguarding of individuals</li> <li>• SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the national and local context of safeguarding and protection of those at risk of harm from abuse, neglect or exploitation.	1.1	Outline current, relevant legislation, policies and local systems that relate to safeguarding and protection of those at risk of harm from abuse, neglect or exploitation.		
		1.2	Describe the roles of at least three different agencies in safeguarding and protecting individuals' right to live safely and be free from abuse, neglect or exploitation.		
		1.3	Analyse how reports into failures in upholding individuals' right to live free from abuse, neglect or exploitation have influenced current practice.		

2	Know how to recognise signs of harm from abuse, neglect or exploitation.	2.1	Describe factors that may contribute to individuals being at risk of harm from abuse, neglect or exploitation.
		2.2	Describe each of the following types of harm and their potential indicators: <ul style="list-style-type: none"> <li>a. physical abuse</li> <li>b. sexual abuse</li> <li>c. emotional/psychological abuse</li> <li>d. financial abuse</li> <li>e. institutional abuse</li> <li>f. neglect</li> <li>g. domestic abuse</li> <li>h. exploitation</li> <li>i. human trafficking/modern slavery</li> <li>j. discriminatory abuse (hate crime)</li> </ul>
		2.3	Describe potential risks of harm to individuals using electronic communication devices and systems.
3	Know how to respond to suspected or disclosed abuse.	3.1	Describe actions to take in your role, and in accordance with agreed ways of working if: <ul style="list-style-type: none"> <li>a. there are suspicions that one or more individuals are being abused</li> <li>b. one or more individuals disclose that they are being abused</li> <li>c. there are suspicions about the abuse of another person, other than individuals in direct receipt of your service</li> </ul>
		3.2	Outline ways to ensure that evidence of abuse is preserved.
		3.3	Explain when and how to seek support in relation to responding to safeguarding concerns.
4	Understand ways to reduce the likelihood of harm from abuse, neglect or exploitation.	4.1	Explain what it means to have a duty of care in your own role and how it contributes to the safeguarding and protection of individuals and others.
		4.2	Explain at least two strategies to reduce the likelihood of abuse, neglect or exploitation occurring.

4	<i>Continued</i>	4.3	Explain what is meant by raising a concern in the public interest (whistleblowing).
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## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcomes 1, 2, 3 and 4

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**Assessment Criteria 1.2** – Agencies may include social services, police, regulatory bodies, disclosure and barring service etc.

**Assessment Criteria 1.3** – At least one report ought to relate to Northern Ireland. Reports may include RQIA or other regulatory reports or investigations; Shared Learning; Serious Case Reviews; Fitness to Practice Outcomes; Public Inquiries, etc.

**Assessment Criteria 2.3** – Electronic systems may include internet, social networking sites, online financial transactions, etc.

**Assessment Criteria 3.1** – Actions include appropriate sharing of information in line with agreed ways of working.

**Assessment Criteria 3.1 (c)** - 'Another person' may be an adult or child.

**Assessment Criteria 4.1** - Duty of care is a legal requirement and means promoting wellbeing and making sure that individuals and others are kept safe from harm, abuse and injury.

**Assessment Criteria 4.2** - Strategies may include: implementing person-centred practice through agreed ways of working, managing risks, working in partnership with others, team culture of transparency and accountability, using whistleblowing policy and procedure, focusing on prevention, supporting individuals to develop awareness of personal safety.

## Optional Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>	Implementing Quality Assurance in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	2
<b>Unit Number:</b>	J/652/1539	<b>TQT:</b>	20	<b>GLH:</b>	14
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to effectively implement and record quality assurance processes in health and social care.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0442 Evaluate the effectiveness of health, social or other care services</li> <li>• SCDFMCE3 Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements</li> <li>• SCDFMCSE3 Monitor and manage the quality of the provision of care services</li> <li>• SCDFCLD0340 Promote quality systems and procedures for the delivery of childcare services</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Be able to implement quality assurance processes in your own setting.	1.1	Outline your role and responsibilities in relation to undertaking quality assurance activities in your own setting.		
		1.2	Explain how quality assurance standards relate to: <ul style="list-style-type: none"> <li>a. regulatory requirements</li> <li>b. performance management of team members</li> </ul>		

1	<i>Continued</i>	1.3	Demonstrate the use of systems and processes to monitor team and service compliance with quality indicators.
		1.4	Use a solution-focused approach to support team members to address identified areas of difficulty or non-compliance.
2	Be able to record quality assurance processes in your own setting.	2.1	Record and report key areas of compliance and/or non-compliance in accordance with agreed ways of working.
		2.2	Reflect on your own role in implementing quality assurance processes and identify possible areas for improvement.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcome 1 and 2

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

<b>Title:</b>	Assessing and Planning to Meet the Physical Health Needs of Individuals with Mental Health Needs			<b>Level:</b>	4
				<b>Credit Value:</b>	5
<b>Unit Number:</b>	M/652/1540	<b>TQT:</b>	50	<b>GLH:</b>	35
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to understand how to assess the physical health needs of individuals with mental health needs and determine appropriate courses of action to promote their physical health.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0368 Present individuals' preferences and needs</li> <li>• SFHMH20 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs</li> <li>• SCDHSC0234 Uphold the rights of individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand how to assess the physical health needs of individuals with mental health needs.	1.1	Explain how physical and mental health needs may be linked and may impact on one another.		
		1.2	Explain what is meant by needs-led assessment and person-centred planning.		
		1.3	Explain the key aspects of legislation, policies and procedures that apply to the process of assessing the physical health needs of individuals with mental health needs.		
2	Be able to carry out assessments of the physical health needs of individuals with mental health needs.	2.1	Negotiate and obtain valid consent to carry out an assessment.		
		2.2	Carry out an assessment of an individuals' physical health needs in line with agreed ways of working.		

2	<i>Continued</i>	2.3	Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual.
		2.4	Explain why it is important to consider all information gathered during throughout the assessment process.
		2.5	Analyse where the outcomes of an assessment require further advice, investigation or referral.
3	Be able to record the outcome of assessments.	3.1	Record assessments in line with agreed ways of working.
		3.2	Explain why agreement on sharing of information with others may conflict with the wishes of the individual.
		3.3	Work with the individual to ensure they understand content of the assessment records and encourage discussion with the individual regarding content.
4	Be able to plan actions needed following physical health assessments.	4.1	Determine actions that could be taken to meet the individual's needs identified by the assessment carried out in Assessment Criteria 2.2, identifying associated risks.
		4.2	Plan actions to be taken in line with agreed ways of working.
5	Be able to identify resources and services needed by individuals following physical health assessments.	5.1	Identify resources and/or services required by the individual as a result of assessment carried out in Assessment Criteria 2.2.
		5.2	Explain using an example a situation where an individual's needs should be met even when it is difficult to secure resources.
6	Be able to make referrals.	6.1	Negotiate, obtain and record valid consent where referral is required.
		6.2	Make referrals in line with agreed ways of working.
		6.3	Explain why a referral may be refused.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2, 3, 4, 5 and 6

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

<b>Title:</b>	Supporting Individuals to Maintain and Develop Everyday Living Skills			<b>Level:</b>	3
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	R/652/1541	<b>TQT:</b>	40	<b>GLH:</b>	25
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to work with individuals to retain, regain or develop skills for everyday life.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>SCDHSC0027 Support individuals in their daily living</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the context of supporting skills for everyday life.	1.1	Summarise reasons why individuals may need support to retain, regain or develop skills for everyday life.		
		1.2	Explain how retaining, regaining or developing skills for everyday life can benefit individuals.		
		1.3	Describe a range of methods for retaining, regaining or developing skills for everyday life.		
2	Be able to support individuals to plan for retaining, regaining or developing skills for everyday life.	2.1	Demonstrate how to effectively identify with an individual and others the support needed to retain, regain or develop skills for everyday life.		
		2.2	Demonstrate how to effectively gain agreement with an individual on a plan for retaining, regaining or developing skills for everyday life identified in Assessment Criteria 2.1.		
		2.3	Discuss possible challenges that may arise when planning and identify ways to address them.		
		2.4	Demonstrate how to effectively support an individual to understand the plan and any processes, procedures or equipment required to implement and monitor it.		

3	Be able to support individuals with activities to retain, regain or develop skills for everyday life.	3.1	Demonstrate how to effectively provide agreed support identified in Assessment Criteria 2.1 to retain, regain or develop skills for everyday life, in a way that promotes active participation by the individual.
		3.2	Demonstrate how to effectively provide encouragement and feedback to the individual during activities to develop or maintain their skills.
		3.3	Summarise actions to take if an individual becomes distressed or is unable to continue with skills development activities.
4	Be able to monitor and record the support provided to individuals when engaging in activities to retain, regain or develop skills for everyday life.	4.1	Monitor an individual throughout the activities and make adjustments as required.
		4.2	Seek feedback from an individual at the end of the skills activities.
		4.3	Record an individual's engagement in the activities and the support provided, in accordance with agreed ways of working.
		4.4	Reflect on your own role and the support provided to an individual when planning and implementing support for retaining, regaining or developing skills for everyday life and identify possible areas for improvement.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2, 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

<b>Title:</b>	Supporting Individuals to Access and Use Services and Facilities			<b>Level:</b>	3
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	T/652/1542	<b>TQT:</b>	40	<b>GLH:</b>	25
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to understand how to support individuals to select, use and review services and facilities in a range of settings.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0329 Support individuals to plan, monitor and review the delivery of services</li> <li>• SCDHSC0330 Support Individuals to Access and Use Services and Facilities</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand factors that influence individuals' access to services and facilities.	1.1	Explain how accessing services and facilities can be beneficial to an individual's well-being.		
		1.2	Summarise potential barriers that individuals may encounter in accessing services and facilities and how they may be overcome.		
		1.3	Explain why it is important to support individuals to challenge information about services that may present a barrier to participation.		
2	Be able to support individuals to select services and facilities.	2.1	Demonstrate how to effectively support an individual to identify appropriate services and facilities to meet their assessed needs and preferences.		
		2.2	Demonstrate how to effectively support an individual to select services and facilities that meet their assessed needs and preferences.		

3	Be able to support individuals to access and use services and facilities to ensure rights and preferences are met.	3.1	Demonstrate how to support an individual to identify the resources and assistance required to access and use selected services and facilities.
		3.2	Demonstrate how to support an individual to access and use services and facilities, in accordance with your own job role and responsibilities.
		3.3	Explain how to ensure an individual's rights and preferences are promoted when accessing and using services and facilities.
4	Be able to monitor and record the support provided to individuals when accessing and using services and facilities.	4.1	Seek feedback from an individual after accessing and using services and facilities.
		4.2	Record an individual's engagement while accessing and using services and facilities and the support provided, in accordance with agreed ways of working.
		4.3	Reflect on your own role and the support provided to an individual when accessing and using services and facilities and identify possible areas for improvement.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2, 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.3** - Information to be challenged may include information that is misleading, inaccurate, discriminatory, inaccessible, etc.

<b>Title:</b>	Facilitating Care/Support Planning for Individuals			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	Y/652/1543	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop the knowledge and skills to develop, implement and review care / support plans, in accordance with identified needs and promote positive outcomes for individuals.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0025 Contribute to implementation of care or support plan activities</li> <li>• SCDHSC0328 Contribute to care planning and review</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> <li>• SCDHSC0234 Uphold the rights of individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand outcome-based practice in health and social care.	1.1	Explain the concept of outcome-based practice.		
		1.2	Explain the impact of capacity legislation on care/support planning processes.		
		1.3	Explain how outcome-based practice can impact positively on an individual's life.		
		1.4	Evaluate different approaches to outcome-based practice.		
2	Be able to develop a care/support plan in partnership with an individual and others.	2.1	Work with an individual and others to: <ul style="list-style-type: none"> <li>a. make informed choices that will underpin the development of their care/support plan</li> <li>b. assess risks associated with their care/support plan</li> </ul>		

2	<i>Continued</i>	2.2	Record the care/support plan in accordance with legislative requirements and agreed ways of working.
3	Be able to facilitate the implementation of support plans in partnership with an individual and others.	3.1	Work in partnership with an individual and others to agree a care/support plan, including roles and responsibilities of those involved.
		3.2	Facilitate the implementation of a care/support plan in partnership with an individual and others.
4	Be able to facilitate a person-centred review of support plans in partnership with an individual and others.	4.1	Negotiate and gain agreement on the monitoring process for a care/support plan using a person-centred approach including: <ul style="list-style-type: none"> <li>a. time</li> <li>b. people</li> <li>c. compliance with standards</li> </ul>
		4.2	Facilitate a person-centred review of a care/support plan to include: <ul style="list-style-type: none"> <li>a. feedback from the individual and others</li> <li>b. review of assessed risks</li> </ul>
		4.3	Record the review process and outcomes in accordance with legislative requirements and agreed ways of working.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2, 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

<b>Title:</b>	Supporting Individuals and Carers/Families in Times of Crisis			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	A/652/1544	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop knowledge and skills to support individuals and carers/families in crisis.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0234 Uphold the rights of individuals</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand crisis intervention when working with individuals and carers/families in crisis.	1.1	Describe what is meant by crisis and the key elements that characterise a crisis situation.		
		1.2	Summarise models of crisis intervention applicable to working with individuals and carers/families in crisis.		
		1.3	Analyse the importance of tailored, person-centred interventions in crisis situations, including the use of: <ul style="list-style-type: none"> <li>a. de-escalation techniques</li> <li>b. safety planning</li> <li>c. a collaborative approach</li> </ul> when working with individuals and carers/families in crisis.		
		1.4	Describe ethical challenges that may arise when working with individuals and carers/families in crisis.		

2	Be able to develop risk management strategies when working with individuals and carers/families in crisis.	2.1	Work with an individual and others to evaluate risks associated with an identified crisis, taking account of its significance and urgency.
		2.2	Support an individual and others to identify options, resources, and preferences in relation to an identified crisis.
		2.3	Agree a risk management strategy, ensuring that actions, roles and responsibilities are understood and agreed, by all appropriate parties.
3	Be able to respond appropriately when working with individuals and carers/families in crisis.	3.1	Respond appropriately when working with an individual and carers/family in crisis, including appropriate use of: <ul style="list-style-type: none"> <li>a. verbal and non-verbal communication</li> <li>b. active listening skills</li> <li>c. problem-solving</li> <li>d. information sharing</li> </ul>
		3.2	Discuss the importance of ensuring that a practitioner's unconscious bias, views and beliefs do not impact on their response when working with an individual and carers/family in crisis.
		3.3	Implementing agreed actions promptly, in accordance with agreed ways of working.
		3.4	Complete records in accordance with legal requirements and agreed ways of working.
4	Be able to review the outcomes of working with individuals and carers/families in crisis situations.	4.1	Review outcomes of actions taken and decisions made regarding working with an individual and carers/family in crisis.
		4.2	Reflect on your own role and the support provided to an individual and carers/family, when working with them in a crisis situation and identify possible areas for improvement.
		4.3	Reflect on the self-care implications for you as a practitioner working with individuals and carers/families during crisis situations and identify strategies to support your wellbeing and resilience.

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

### Primary assessment method(s) for Learning Outcomes 2, 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.1** - Key elements that characterise a crisis situation may include a trigger event, perceived threat, high level of stress or distress.

**Assessment Criteria 1.2** - Models may include Roberts seven-stage crisis intervention, ABC Model of crisis intervention, James and Gilliland's six step crisis intervention model, George Everly's SAFER-R Model, etc.

[Crisis Intervention: Role of Social Care Professionals](#)

<b>Title:</b>	Supporting Individuals to Access and Manage Direct Payments			<b>Level:</b>	4
				<b>Credit Value:</b>	5
<b>Unit Number:</b>	D/652/1545	<b>TQT:</b>	50	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop knowledge and skills to support individuals to access and manage direct payments as part of their care/support plan.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0346 Support individuals to manage direct payments</li> <li>• SCDCPC412 Collaborate with partners to jointly commission services</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand self-directed support within social care.	1.1	Explain the meaning and scope of self-directed support, and how it relates to legislation and policies for providing care and support.		
		1.2	Analyse the purpose of direct payments, including ways in which choice, control and independence are promoted.		
		1.3	Summarise different services for which direct payments may be used.		
2	Be able to support individuals to decide whether to use direct payments.	2.1	Access sources of current information and advice relating to direct payments.		
		2.2	Provide information and advice relating to direct payments in ways that are accessible to an individual, and others as appropriate.		

2	<i>Continued</i>	2.3	Work with an individual, and others as appropriate, to determine: <ul style="list-style-type: none"> <li>a. whether direct payments would be beneficial in addressing an individual's needs and wishes</li> <li>b. the support required for an individual, and others as appropriate, to be able to manage direct payments</li> </ul>
3	Be able to provide support to select and manage support/services using direct payments.	3.1	Provide accessible information about support/services that may meet an individual's needs and wishes through use of direct payments.
		3.2	Support an individual, and others as appropriate, to select support/services that may meet an individual's needs and wishes through use of direct payments.
		3.3	Provide guidance in relation to completing records and claims in relation to use of direct payments.
4	Know how to address difficulties, dilemmas and conflicts relating to direct payments.	4.1	Explain how dilemmas may arise between duty of care and an individual's rights in relation to direct payments.
		4.2	Summarise practical difficulties and conflicts that may arise in relation to direct payments.
		4.3	Explain strategies to resolve or minimise difficulties, dilemmas and conflicts in relation to direct payments.
5	Be able to facilitate the review of direct payments as part of a person-centred review of care/support plans, in partnership with an individual and others.	5.1	Negotiate and gain agreement on the monitoring of direct payments as part of a care/support plan, using a person-centred approach.
		5.2	Facilitate a person-centred review of a care/support plan to include feedback from an individual, and others as appropriate, on: <ul style="list-style-type: none"> <li>a. the budget associated with direct payments</li> <li>b. their management of direct payments</li> </ul>

5	<i>Continued</i>	5.3	Record the review process and outcomes in line with organisational systems and procedures to support information sharing.
		5.4	Reflect on your own role in supporting individuals to access and manage direct payments as part of their care/support plan and identify possible areas for improvement.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcomes 1 and 4

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2, 3 and 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

<b>Title:</b>	Implementing Person-Centred Assessment to Support Well-being			<b>Level:</b>	4
				<b>Credit Value:</b>	3
<b>Unit Number:</b>	F/652/1546	<b>TQT:</b>	30	<b>GLH:</b>	18
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to understand the knowledge and skills required to carry out person-centred assessment to support the well-being of individuals.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0025 Contribute to implementation of care or support plan activities</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> <li>• SCDHSC0234 Uphold the rights of individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the role of assessment to support the well-being of individuals.	1.1	Analyse two theoretical models of assessment to support the well-being of individuals.		
		1.2	Evaluate the effectiveness of assessment tools available to support own role.		
		1.3	Analyse the impact of legislation and policy on assessment processes.		
		1.4	Explain how assessment practice may impact on individuals' well-being.		
2	Be able to work in partnership with an individual and others to facilitate person-centred assessment.	2.1	Negotiate and gain agreement using a person-centred approach with an individual and others on the following: <ol style="list-style-type: none"> <li>purpose of assessment</li> <li>how it is to be carried out</li> <li>intended outcomes</li> <li>who else should be involved</li> </ol>		

3	Be able to carry out person-centred assessment to support the well-being of an individual.	3.1	<p>Explain the interrelationship of the following factors and how they support an individual's well-being:</p> <ul style="list-style-type: none"> <li>a. social</li> <li>b. emotional</li> <li>c. cultural</li> <li>d. spiritual</li> <li>e. intellectual</li> </ul>
		3.2	<p>Carry out a person-centred assessment with an individual and others assessing the following well-being requirements:</p> <ul style="list-style-type: none"> <li>a. social</li> <li>b. emotional</li> <li>c. cultural</li> <li>d. spiritual</li> <li>e. intellectual</li> </ul>
		3.3	Analyse the strengths and aspirations of an individual during the person-centred assessment.
		3.4	Record the assessment in an agreed format according to organisational policies and procedures.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2 and 3

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

<b>Title:</b>	Administering Medication in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	5
<b>Unit Number:</b>	H/652/1547	<b>TQT:</b>	50	<b>GLH:</b>	40
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to prepare for and administer medication to individuals; to monitor and record in accordance with agreed ways of working.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>SCDHSC3122 Support Individuals to use medication in social care settings</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the legislative framework and agreed ways of working for the use of medication in health and social care.	1.1	Summarise legislation and agreed ways of working that govern the use of medication in your work context.		
		1.2	Explain the legal classification system for medication.		
		1.3	Outline your responsibilities for administration and storage of non-prescribed medication, in accordance with agreed ways of working.		
2	Know about common types of medication, their use and possible adverse reactions.	2.1	Describe common types of prescribed medication used in social care settings, including for each: <ul style="list-style-type: none"> <li>a. its purpose and conditions for which it may be prescribed</li> <li>b. changes to an individual's physical or mental well-being that may indicate an adverse reaction to the medication</li> </ul>		
		2.2	Describe at least two examples of known contraindications that should be considered prior to the administration of medication to an individual.		

3	Understand the forms, routes and equipment associated with the use of medication.	3.1	Explain the forms in which medication may be presented.
		3.2	Explain the routes of medication administration.
		3.3	Describe a range of aids/equipment that may be used to assist with medication.
4	Be able to receive, store and dispose of medication supplies safely.	4.1	Explain how to receive and check supplies of medication for accuracy, in line with your own role and agreed ways of working.
		4.2	Explain actions to take to address any inaccuracy in the medication received, in line with your own role and agreed ways of working.
		4.3	Demonstrate how to store medication safely, in line with your own role and agreed ways of working.
		4.4	Explain how to dispose of unused or unwanted medication safely, in line with your own role and agreed ways of working.
5	Be able to prepare to administer medication.	5.1	Demonstrate how to appropriately access required information regarding an individual's medication.
		5.2	Apply standard precautions for infection control when preparing to administer medication.
		5.3	Verify the identity of an individual, obtain their consent and confirm their readiness for the administration of medication.
		5.4	Select, check and prepare medication in accordance with medication records and agreed ways of working.
		5.5	Explain ways to ensure the appropriate timing of administration of medication.
6	Be able to administer medication safely.	6.1	Demonstrate how to follow instruction requirements for administering the medication.
		6.2	Explain how to report any immediate issues with the administration of medication.

6	<i>Continued</i>	6.3	Demonstrate how to safely administer the medication in accordance with medication records and agreed ways of working.
		6.4	Demonstrate how to support and reassure an individual during the administration of medication, in accordance with their care plan and in ways that: <ul style="list-style-type: none"> <li>a. minimise distress</li> <li>b. safeguard dignity</li> <li>c. promote active participation</li> </ul>
		6.5	Demonstrate how to effectively monitor the individual during the administration of medication.
		6.6	Confirm that the individual has taken the medication.
		6.7	Explain actions to take if an individual has an adverse reaction following the administration of medication.
7	Be able to record the administration of medication in accordance with legal requirements and agreed ways of working.	7.1	Demonstrate how to maintain the security of medication and related records throughout the process.
		7.2	Complete required records following the administration of medication.
		7.3	Demonstrate how to return medication and related records to the correct place for storage.
		7.4	Explain your responsibilities, in accordance with agreed ways of working, in the event of you: <ul style="list-style-type: none"> <li>a. making an error</li> <li>b. becoming aware of an error</li> <li>c. becoming aware of poor practice</li> </ul> in the administration of medication.
		7.5	Explain your responsibilities, in accordance with agreed ways of working, in relation to the auditing of medication within your setting.

7	<i>Continued</i>	7.6	Reflect on your own role in the administration of medication and identify possible areas for improvement.
8	Be able to manage medicines for distressed reactions.	8.1	Describe distressed reactions and associated medication that may be prescribed for individuals 'when required'.
		8.2	Record: <ul style="list-style-type: none"> <li>a. the distressed reactions displayed by an individual</li> <li>b. interventions implemented prior to medication being administered</li> </ul>
		8.3	Demonstrate the selection of 'when required' medication as outlined in an individual's care / support plan and in accordance with prescribed directions.
		8.4	Record: <ul style="list-style-type: none"> <li>a. the effectiveness</li> <li>b. the outcomes</li> </ul> of the administration of 'when required' medication for an individual.

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcomes 1, 2 and 3

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

### Primary assessment method(s) for Learning Outcomes 4, 5, 6, 7 and 8

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Learning Outcome 8** – Distressed reactions may indicate that a service user is in pain and unable to express this. Distressed reactions may relate to an unmet need and be expressed as agitation, aggression, anxiety, apathy, psychosis, sleep disturbance, repetitive behaviours etc. Stress may trigger epilepsy seizures.

<b>Title:</b>	Managing a Team in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	6
<b>Unit Number:</b>	J/652/1548	<b>TQT:</b>	60	<b>GLH:</b>	45
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to manage a team safely and effectively in health and social care.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0241 Contribute to the effectiveness of teams</li> <li>• SCDHSC3121 Promote the effectiveness of teams</li> <li>• SCDHSC3120 Assess performance in health and social care services</li> <li>• SCDCPC302 Contribute to the effective performance of your organisation</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Be able to manage team performance in your own setting.	1.1	Summarise the team objectives in your own setting.		
		1.2	Agree roles and responsibilities with team members in accordance with agreed ways of working.		
		1.3	Monitor progress towards agreed objectives.		
		1.4	Use a solution-focused approach to support team members to address identified challenges.		
		1.5	Provide feedback to the team and to individual team members.		
		1.6	Record key areas of team performance, in accordance with agreed ways of working.		
		1.7	Provide recognition when team objectives are achieved.		

2	Be able to support the implementation of an agreed 'change' in your own setting.	2.1	Explain your responsibilities when supporting team members to implement an agreed change in your work setting.
		2.2	Support team members to implement an agreed change, in accordance with agreed ways of working.
3	Be able to manage the performance of individual team members in your own setting.	3.1	Outline your role and responsibilities in undertaking supervision of team members within your own setting.
		3.2	Agree with supervisees the frequency, duration, areas of performance and boundaries of supervision, in accordance with agreed ways of working.
		3.3	Support supervisees to reflect on their practice.
		3.4	Provide feedback to supervisees which: <ul style="list-style-type: none"> <li>a. acknowledges achievements</li> <li>b. identifies development needs</li> </ul>
		3.5	Record agreed supervision decisions and targets, in accordance with agreed ways of working.
4	Be able to support others to work safely.	4.1	Support others to work safely and in accordance with agreed ways of working.
		4.2	Explain actions to take to support others during and after an identified incident, in accordance with your role and responsibilities.
		4.3	Complete records in accordance with agreed ways of working.
5	Be able to assess and manage risks in health and social care settings.	5.1	Contribute to development of practices to identify, assess and manage risk, in your own work setting.
		5.2	Work with others to assess potential risks.
		5.3	Work with others to manage risks.
		5.4	Reflect on your own role and the support provided to others when managing risks and identify possible areas for improvement.

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcomes 1, 2, 3, 4 and 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Learning Outcome 3** – Supervision practice should align with regulatory requirements as well as policies and procedures within your own work setting.

**Assessment Criteria 4.2** - An identified incident may relate to safeguarding, health and safety, IT, information governance, estates, medication, staffing levels, etc.

<b>Title:</b>	Supporting Individuals with Multiple Conditions and/or Disabilities			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	K/652/1549	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop knowledge and skills to work with others to support individuals with multiple conditions and/or disabilities.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0224 Monitor the condition of individuals</li> <li>• SFHCHS69 Support individuals with long term conditions to optimise their physical functions</li> <li>• SCDHSC0234 Uphold the rights of individuals</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the experience of multiple conditions and/or disabilities for individuals.	1.1	Research at least two conditions and/or disabilities that individuals in your work setting may experience and their potential impact on individuals' well-being and quality of life.		
		1.2	Research the: <ul style="list-style-type: none"> <li>a. services available in your local area</li> <li>b. roles of at least two professionals</li> </ul> that provide support to individuals with multiple conditions and/or disabilities.		
		1.3	Analyse the importance of informal networks in supporting individuals with multiple conditions and/or disabilities.		

2	Understand your own role in supporting individuals with multiple conditions and/or disabilities.	2.1	Explain your own role and responsibilities in supporting the well-being of individuals with multiple conditions and/or disabilities in your work setting.
3	Be able to assist others to support an individual with multiple conditions and/or disabilities.	3.1	Work collaboratively with the individual and others to provide support, in accordance with agreed ways of working.
		3.2	Provide advice and information to others, to support the individual.
		3.3	Seek feedback from others on the advice and information provided to support the individual.
		3.4	Use referral processes in response to the individual's changing needs or preferences.
4	Be able to review the support provided to an individual with multiple conditions and/or disabilities.	4.1	Work collaboratively with the individual and others to review the support provided.
		4.2	Record outcomes of the review in accordance with legislative requirements and agreed ways of working.
		4.3	Implement actions agreed as a result of the review.
		4.4	Evaluate the impact of the support provided on the individual's well-being and quality of life identifying possible areas for service improvement.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcomes 1 and 2

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Learning Outcome 3 and Learning Outcome 4** - Others may include families/carers, friends, colleagues, other professionals, other practitioners/service providers, etc.

<b>Title:</b>	Promoting Disability-Inclusive Models of Practice in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	3
<b>Unit Number:</b>	R/652/1550	<b>TQT:</b>	30	<b>GLH:</b>	20
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop their understanding and skills to promote disability inclusive models of practice in health and social care.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SFHCHS69 Support individuals with long term conditions to optimise their physical functions</li> <li>• SCDHSC0234 Uphold the rights of individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand models of disability.	1.1	Summarise at least two models of disability.		
		1.2	Analyse the role of: <ul style="list-style-type: none"> <li>a. person-centred practice</li> <li>b. a human rights-based approach</li> </ul> in supporting individuals with a disability.		
2	Be able to implement disability-inclusive models of practice to support individuals.	2.1	Explain own role in relation to supporting an individual with a disability.		
		2.2	Work collaboratively with an individual and others to implement models of practice, in accordance with agreed ways of working.		
		2.3	Evaluate the effectiveness of strategies used in own setting to promote active participation and empowerment of an individual with a disability.		

3	Be able to raise awareness of disability inclusive models of practice.	3.1	Identify methods for raising awareness of disability-inclusive models of practice.
		3.2	Agree methods and actions to raise awareness of disability-inclusive models of practice.
		3.3	Review the outcomes for: <ul style="list-style-type: none"> <li>a. individuals</li> <li>b. self</li> <li>c. others</li> </ul> in relation to raising awareness of disability-inclusive models of practice.
		3.4	Identify further actions to raise awareness of disability-inclusive models of practice.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2 and 3

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

<b>Title:</b>	Supporting Infection Prevention and Control in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	5
<b>Unit Number:</b>	T/652/1551	<b>TQT:</b>	50	<b>GLH:</b>	40
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop knowledge and skills to support infection prevention and control in health and social care settings.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>SFHIPC1 Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments</li> <li>SFHIPC6 Use personal protective equipment to prevent the spread of infection</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand current infection prevention and control policies, procedures and regulatory requirements in health and social care.	1.1	Summarise key policies and procedures in relation to infection prevention and control in your own work setting.		
		1.2	Analyse infection prevention and control regulatory requirements and ways in which these are implemented in your own work setting.		
2	Be able to implement infection prevention and control practices in your own work setting.	2.1	Minimise risk of infection to self and others in your own work setting.		
		2.2	Carry out hand hygiene in accordance with guidelines.		
		2.3	Use and dispose of personal protective equipment (PPE) in accordance with agreed ways of working.		

3	Be able to support individuals and others to implement infection prevention and control practices in your own work setting.	3.1	Ensure access to information for individuals and others, in relation to infection prevention and control practices in your own work setting.
		3.2	Support individuals to take steps to minimise the spread of infection.
		3.3	Provide guidance to others on their responsibilities in relation to infection prevention and control, including: <ul style="list-style-type: none"> <li>a. hand washing</li> <li>b. use and disposal of PPE</li> </ul> in accordance with agreed ways of working.
		3.4	Monitor the implementation of infection prevention and control practices by others in your own work setting, including: <ul style="list-style-type: none"> <li>a. hand washing</li> <li>b. use and disposal of PPE</li> </ul>
		3.5	Explain processes and responsibilities to monitor environmental and equipment cleaning schedules and practices in your own work setting.
		3.6	Explain actions to address non-compliance with infection prevention and control procedures, in accordance with agreed ways of working.
		3.7	Support others to maintain accurate and up-to-date infection prevention and control records, in accordance with agreed ways of working.
4	Know how to respond to an infection outbreak in your own work setting.	4.1	Explain how to work with others in your own work setting to: <ul style="list-style-type: none"> <li>a. identify an infection outbreak</li> <li>b. provide timely and accurate information to individuals and others about an outbreak, including reporting procedures</li> <li>c. implement policies and procedures during an infection outbreak</li> </ul>

5	Be able to record infection prevention and control processes in your own setting.	5.1	Maintain accurate and up to date records on infection prevention and control in accordance with your own responsibilities and agreed ways of working.
		5.2	Reflect on your own role in implementing and supporting others to implement infection prevention and control measures in your own work setting and identify possible areas for improvement.

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcomes 1 and 4

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

### Primary assessment method(s) for Learning Outcomes 2, 3 and 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.1** - may also include Regional Infection Prevention and Control guidance.

**Learning Outcome 3 and Learning Outcome 4** - Others may include colleagues, carers/family members, visitors, care and support staff, other professionals, etc.

**Assessment Criteria 3.3** - Use and disposal of personal protective equipment (PPE) includes accurate donning and doffing procedures.

**Assessment Criteria 3.6** - may include preventative or educational measures, staff performance management measures, enhanced governance measures, etc.

<b>Title:</b>	Undertaking an Inquiry Project in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	Y/652/1552	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop their understanding of a specific area of inquiry of relevance to health and social care.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0023 Develop your own knowledge and practice</li> <li>• SCDHSC0033 Develop your practice through reflection and learning</li> <li>• SCDHSC0043 Take responsibility for the continuing professional development of yourself and others</li> <li>• SCDLMCA1 Manage and develop yourself and your workforce within care services</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Be able to plan an inquiry project in health and social care.	1.1	Identify an area of inquiry within health and social care.		
		1.2	Explain the importance of reliable and valid sources of information when researching an area of inquiry.		
		1.3	Develop a preliminary plan to outline: <ol style="list-style-type: none"> <li>the objectives of the inquiry project</li> <li>the relevance of the inquiry to your own role and work setting</li> <li>key sources of information to be used to research the area of inquiry</li> <li>sources of support while carrying out the inquiry project</li> </ol>		

2	Be able to research an identified area of inquiry in health and social care.	2.1	Undertake and document a review of literature to develop your understanding of the area of inquiry.
		2.2	Analyse the impact of legislation and policy in your own region, on the area of inquiry.
		2.3	Critically evaluate service provision in your own region, relevant to the area of inquiry.
3	Know how to apply the outcomes of an inquiry project in health and social care.	3.1	Summarise findings and make recommendations to support application to practice in your own work setting.
		3.2	Propose and justify methods for raising others' awareness of the inquiry project and its outcomes.
		3.3	Reflect on your experience of undertaking the inquiry project and identify areas for your own development.

## Guidance for Assessors

### General Guidance

An Inquiry Project involves a learner actively investigating a question, problem, or topic of interest. It typically involves conducting research, gathering data, analysing findings, and presenting conclusions. It encourages critical thinking, problem solving and independent learning, enabling learners to explore their interests and develop a deeper understanding of a subject area. It ought to be relevant to a learner's work setting or area of practice.

**Learning Outcome 2** – a review of current literature may include journals, books, articles, reports, web-based content etc. However, learners ought to take account of the importance of validity and reliability of sources, and protocols in relation to the appropriate use of material generated through Artificial Intelligence.

A word guidance of max. 1200 words for the literature review is recommended.

### Primary assessment method(s) for Learning Outcomes 1, 2 and 3

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**Assessment Criteria 2.1** - requires written evidence, referenced appropriately.

<b>Title:</b>	Sharing Knowledge and Best Practice in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	3
<b>Unit Number:</b>	A/652/1553	<b>TQT:</b>	30	<b>GLH:</b>	21
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop their understanding of and skills to share knowledge and best practice with others in health and social care.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0033 Develop your practice through reflection and learning</li> <li>• SCDHSC0043 Take responsibility for the continuing professional development of yourself and others</li> <li>• SCDFMCA1 Manage and develop yourself and your workforce within care services</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Be able to plan to share knowledge and best practice in health and social care.	1.1	Identify an area of knowledge and best practice to be shared with others in your own work setting.		
		1.2	Secure necessary permissions and support, to share an agreed area of knowledge and best practice.		
		1.3	Develop a preliminary plan to outline: <ul style="list-style-type: none"> <li>a. the target audience</li> <li>b. the anticipated outcomes</li> <li>c. method(s) to be used</li> </ul> to share the knowledge and best practice.		
		1.4	Prepare content to be shared with others, ensuring adherence to legal and organisational requirements.		

2	Be able to share knowledge and best practice with others in your own work setting.	2.1	Implement agreed arrangements for sharing knowledge and best practice.
		2.2	Demonstrate actions to overcome or reduce barriers for others to access shared knowledge and best practice.
		2.3	Seek feedback from others on: <ul style="list-style-type: none"> <li>a. knowledge and understanding gained</li> <li>b. relevance and application</li> </ul> of the shared knowledge and best practice.
		2.4	Evaluate the: <ul style="list-style-type: none"> <li>a. processes used for sharing knowledge and best practice in your own work setting</li> <li>b. achievement of anticipated outcomes identified in Assessment Criteria 1.3</li> </ul>
		2.5	Reflect on your experience of sharing knowledge and best practice with others and identify areas for your own skills development.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcomes 1 and 2

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.2** - Permissions, as appropriate, may be required from management, other professionals/specialists, other service providers, service users, etc.

<b>Title:</b>	Supporting Individuals in Shared Lives Arrangements			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	D/652/1554	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop knowledge and skills to support individuals in shared lives arrangements.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0234 Uphold the rights of individuals</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the nature of a shared lives arrangement.	1.1	Summarise the nature and potential benefits of a shared lives arrangement and the types of services available in your own region.		
		1.2	Explain how assessment and understanding of an individual's needs, wishes, preferences and history support a shared lives arrangement.		
		1.3	Describe sources of support and information for those involved in a shared lives arrangement.		
2	Be able to identify how an individual's needs can be met through a shared lives arrangement.	2.1	Demonstrate how to effectively work with an individual and others to assess how identified needs can be met within a shared lives arrangement.		
		2.2	Demonstrate how to effectively support an individual and others to identify factors that may affect an individual's participation in a shared lives arrangement.		
3	Be able to assist an individual to participate in a shared lives arrangement.	3.1	Work in partnership with an individual and others to agree roles and responsibilities of those involved in a shared lives arrangement.		

3	<i>Continued</i>	3.2	Facilitate the implementation of an agreed support plan within a shared lives arrangement, in collaboration with an individual and others.
		3.3	Demonstrate person-centred practice when supporting an individual's active participation in a shared lives arrangement.
		3.4	Use appropriate and effective engagement skills when communicating with an individual and others in a shared lives arrangement.
4	Know how to address difficulties, dilemmas and conflicts in relation to a shared lives arrangement.	4.1	Explain how dilemmas may arise between duty of care and an individual's rights, in relation to a shared lives arrangement.
		4.2	Summarise at least two practical difficulties and/or conflicts that may arise, in relation to a shared lives arrangement.
		4.3	Justify strategies to resolve or minimise practical difficulties and/or conflicts, in relation to a shared lives arrangement.
5	Be able to contribute to on-going review of a shared lives arrangement.	5.1	Demonstrate the use of agreed monitoring processes, in relation to a shared lives arrangement.
		5.2	Seek feedback from an individual and others on the effectiveness of a shared lives arrangement.
		5.3	Implement actions agreed as a result of the review undertaken.
		5.4	Evaluate the impact of a shared lives arrangement on an individual's well-being and quality of life, identifying possible areas for service improvement.

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcomes 1 and 4

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

### Primary assessment method(s) for Learning Outcomes 2, 3 and 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Learning Outcome 2 and Learning Outcome 3** - Others may include families/carers, friends, colleagues, shared lives carers, other professionals, other practitioners/service providers, etc.

### Resources:

[Shared Lives services for Northern Ireland | nidirect](#)

[Shared Lives](#)

[Shared Lives as a model for housing with care and support - SCIE](#)

<b>Title:</b>	Supporting Individuals to Access and Undertake Education, Training or Employment			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	F/652/1555	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop knowledge and skills to support individuals to access education, training or employment.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>SCDHSC0421 Promote employment, training and education opportunities for individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand factors that influence access to training, education or employment for individuals.	1.1	Explain how accessing education, training or employment opportunities can be beneficial to individuals' well-being.		
		1.2	Describe potential barriers that individuals may encounter in accessing education, training or employment opportunities.		
		1.3	Summarise key aspects of legislation and guidance that support individuals' right to access training, education or employment.		
		1.4	Evaluate how the duty to make reasonable adjustments, by learning providers or employers, impacts on support for individuals to access training, education or employment.		
2	Know the support available to individuals' accessing education, training or employment.	2.1	Summarise the role and services of at least three different agencies that provide support to individuals accessing education, training or employment in your own region.		

3	Be able to support an individual to identify and access education, training or employment that meets their needs, preferences and aspirations.	3.1	Demonstrate how to support an individual, and others as appropriate, to identify education, training or employment opportunities to meet their needs, preferences and aspirations.
		3.2	Demonstrate how to support an individual, and others as appropriate, to source and use accessible information on education, training or employment opportunities to meet their needs, preferences and aspirations.
		3.3	Explain your own role in supporting an individual to: <ul style="list-style-type: none"> <li>a. select their preferred education, training or employment</li> <li>b. undertake application or selection processes to gain access to their preferred education, training or employment</li> </ul>
4	Be able to contribute to on-going monitoring of the support provided to an individual when undertaking education, training or employment.	4.1	Summarise your own role and the role of others in supporting an individual to undertake education, training or employment.
		4.2	Seek feedback from an individual, and others as appropriate, on the support provided.
		4.3	Implement actions agreed as a result of the feedback, in accordance with your own job role and responsibilities.
		4.4	Reflect on your own role and the support provided to an individual to access and undertake education, training or employment and identify possible areas for: <ul style="list-style-type: none"> <li>a. your own practice development</li> <li>b. service improvement</li> </ul>

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcomes 1 and 2

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

<b>Title:</b>	Providing Information, Advice or Guidance		<b>Level:</b>	4	
			<b>Credit Value:</b>	4	
<b>Unit Number:</b>	H/652/1556	<b>TQT:</b>		<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop the knowledge and skills to support individuals to access relevant information, advice or guidance in a health and social care environment.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0419 Provide advice and information to those who enquire about health and social care services</li> <li>• SCDHSC0438 Develop and disseminate information and advice about health and social well-being</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the importance of providing accurate information, advice or guidance to individuals.	1.1	Distinguish between information, advice and guidance.		
		1.2	Describe what is meant by, and risks associated with: <ul style="list-style-type: none"> <li>a. misinformation</li> <li>b. disinformation</li> </ul>		
		1.3	Analyse the importance of providing information, advice or guidance that is: <ul style="list-style-type: none"> <li>a. accurate, timely and relevant</li> <li>b. tailored to the needs, values and preferences of individuals</li> </ul>		
2	Be able to provide accurate information, advice and guidance to individuals.	2.1	Explain your own role, responsibilities and professional boundaries in the provision of information, advice or guidance.		
		2.2	Work with an individual, and others as appropriate, to determine their information, advice or guidance requirements.		

2	<i>Continued</i>	2.3	Explain how to provide and support access to information, advice or guidance for individuals, and others as appropriate.
		2.4	Demonstrate how to signpost to relevant and accessible services, in accordance with the needs, values and preferences of an individual.
		2.5	Confirm that information, advice or guidance provided has been understood by an individual, and others as appropriate.
		2.6	Record information, advice or guidance provided to an individual, and others as appropriate, in accordance with agreed ways of working.
3	Be able to contribute to on-going review of providing information, advice and guidance to individuals.	3.1	Seek feedback from an individual, and others as appropriate, on the support provided.
		3.2	Reflect on your own role in providing information, advice or guidance to individuals and identify possible areas for: <ul style="list-style-type: none"> <li>a. your own practice development</li> <li>b. service improvement</li> </ul>

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2 and 3

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

<b>Title:</b>	Assessing the Needs of Carers/Families			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	J/652/1557	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop knowledge and skills to assess the needs of carers / families who provide care or support for individuals.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0025 Contribute to implementation of care or support plan activities</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> <li>• SCDHSC0234 Uphold the rights of individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the role of carers/families in providing care or support for individuals.	1.1	Research the role of carers/families, including demographic information from your own region.		
		1.2	Analyse the benefits to society of carers/families who provide care or support for individuals.		
		1.3	Critically evaluate the benefits and challenges faced by carers/families who provide care or support for individuals.		
		1.4	Summarise key aspects of legislation and policy in your own region, in relation to the rights of carers/families who provide care or support for individuals.		
2	Be able to engage with carers/families who provide care or support for individuals.	2.1	Support a carer/family to express their experience of providing care or support for an individual.		
		2.2	Demonstrate the use of active listening skills when communicating with an individual's carer/family.		

2	<i>Continued</i>	2.3	Support a carer/family to understand their rights and additional support that are available.
3	Be able to assess the needs of carers/families who provide care or support for individuals.	3.1	Carry out a person-centred assessment with an individual's carer/family, and others as appropriate, to identify: <ul style="list-style-type: none"> <li>a. areas of care or support they wish to retain</li> <li>b. areas where additional support is required in order to meet the needs of the individual</li> <li>c. their own well-being needs and wishes.</li> </ul>
		3.2	Use a strengths-based approach to support an individual's carer/family to identify options, resources, and preferences for a plan of action.
		3.3	Complete records in accordance with legal requirements and agreed ways of working.
4	Be able to review the outcomes of assessing the needs of carers/families who provide care or support for individuals.	4.1	Review outcomes of actions taken and decisions made following assessment of the needs of carers/families who provide care or support for individuals.
		4.2	Reflect on your own role and the support provided to an individual's carer/family, when assessing their needs and identify possible areas for: <ul style="list-style-type: none"> <li>a. your own practice development</li> <li>b. service improvement</li> </ul>

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

### Primary assessment method(s) for Learning Outcomes 2, 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.1** - Research refers to identifying and collecting data or information about a subject and presenting it in a codified or structured form. It does not imply any analysis of the data collected.

**Assessment Criteria 3.2** - Strengths based (or asset-based) approaches focus on individuals' strengths (including personal strengths and social and community networks) and not on their deficits. Strengths-based practice is holistic and multidisciplinary and works with the individual and others to promote their wellbeing. Personal strengths/assets may include relationships, experience, skills, aspirations, community strengths/assets may include other people, networks, local services, social or leisure connections etc.

**Resources:**

<https://www.carersuk.org/ni/>

[SOC NI 24 - Finances & Employment Final Version](#)

<b>Title:</b>	Supporting Individuals to Live at Home			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	K/652/1558	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop their knowledge and skills to support individuals to live at home.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>SCDHSC0343 Support individuals to live at home</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the principles of supporting individuals to live at home.	1.1	Explain how being supported to live at home can benefit individuals.		
		1.2	Explain how assessment and understanding of an individual's needs, wishes, preferences and strengths can contribute to supporting individuals to live at home.		
		1.3	Critically evaluate the roles of at least three different professionals or agencies in supporting individuals to live at home.		
		1.4	Analyse the importance of providing financial information in order to support individuals to live at home.		
2	Be able to contribute to planning support for individuals to live at home.	2.1	Demonstrate how to effectively work with an individual, and others as appropriate, to assess: <ul style="list-style-type: none"> <li>a. identified needs and risks</li> <li>b. existing strengths, skills and networks</li> </ul> in order to support them to live at home.		
		2.2	Support an individual, and others as appropriate, to access information regarding resources and services to support them to live at home.		

3	Be able to work with individuals to secure additional services and facilities to enable them to live at home.	3.1	Work collaboratively with an individual, and others as appropriate, to select resources and services to support them to live at home.
		3.2	Obtain consent to provide information about the individual when seeking resources and services to support them to live at home.
		3.3	Support an individual's active participation when seeking resources, and services to support them to live at home.
4	Be able to work collaboratively to introduce additional services for individuals living at home.	4.1	Agree roles and responsibilities for introducing additional support for an individual to live at home.
		4.2	Demonstrate how to introduce an individual to new resources, services, or support groups.
		4.3	Complete records in accordance with legal requirements and agreed ways of working.
5	Be able to contribute to reviewing the support provided for individuals living at home.	5.1	Work collaboratively with an individual and others to review the support provided.
		5.2	Record outcomes of the review, including any changes in an individual's circumstances which may indicate a need to revise the support provided.
		5.3	Implement actions agreed as a result of the review, in accordance with your own role and agreed ways of working.
		5.4	Reflect on your own role and the support provided for an individual to live at home and identify possible areas for: <ul style="list-style-type: none"> <li>a. your own practice development</li> <li>b. service improvement</li> </ul>

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

### Primary assessment method(s) for Learning Outcomes 2, 3, 4 and 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.4** - Financial Information may include benefits, allowances, loan management and financial planning.

<b>Title:</b>	Supporting Individuals to Participate in Activities Provision in Health and Social Care			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	L/652/1559	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop knowledge and skills to support individuals to participate in activities provision in health and social care.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0025 Contribute to implementation of care or support plan activities</li> <li>• SCDHSC3112 Support individuals to manage their own health and social well-being</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the provision of activities in health and social care.	1.1	Summarise regulatory requirements specific to the provision of a structured programme of activities for individuals, in health and social care settings.		
		1.2	Describe how participating in a structured programme of activities in a health and social care setting can be beneficial to individuals' well-being.		
		1.3	Analyse potential challenges in providing a structured programme of activities tailored to the needs, preferences and interests of individuals.		
2	Understand your own role in supporting individuals to participate in activities provision in health and social care.	2.1	Explain your own role and responsibilities in supporting individuals to participate in activities provision in your own setting.		

3	Be able to plan activities in health and social care.	3.1	Use a collaborative approach to support individuals and others to identify activities to meet the needs, preferences and interests of individuals.
		3.2	Obtain agreement from relevant others to carry out the proposed activities.
		3.3	Plan activities, with clear aims and objectives documented.
		3.4	Complete and record risk assessments for the planned activities, in accordance with agreed ways of working.
		3.5	Secure the necessary resources, equipment or materials required to carry out the activity, in accordance with agreed ways of working.
4	Be able to carry out a planned activity in health and social care.	4.1	Prepare the environment, resources, equipment or materials for a planned activity.
		4.2	Explain the planned activity to individuals using appropriate communication.
		4.3	Carry out the planned activity: <ul style="list-style-type: none"> <li>a. supporting individuals to engage at their chosen level of participation</li> <li>b. ensuring individuals' safety</li> <li>c. adopting an inclusive approach</li> <li>d. within agreed timescales</li> </ul>
		4.4	Use appropriate and effective engagement skills when communicating with individuals during the planned activity.
		4.5	Adapt the planned activity or your approach, in response to changing or emerging needs during the activity.
5	Be able to contribute to on-going monitoring and review of activities provision in health and social care.	5.1	Summarise your own role and the role of others in monitoring and reviewing activities provision in your own setting.
		5.2	Record individuals' participation in activities provision, in accordance with agreed ways of working.

5	<i>Continued</i>	5.3	Work collaboratively with individuals and others to review the activities provision in your own setting.
		5.4	Evaluate a planned programme of activities and report on outcomes and revisions, in accordance with agreed ways of working.
		5.5	Reflect on your own role in supporting individuals to participate in activities provision and identify possible areas for: <ul style="list-style-type: none"> <li>a. your own practice development</li> <li>b. service improvement</li> </ul>

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcomes 1 and 2

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

### Primary assessment method(s) for Learning Outcomes 3, 4 and 5

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.1** - Regulatory requirements may include Minimum Standards for Day Care and Residential Settings, in relation to the provision of programmes and activities.

**Assessment Criteria 1.3** - Potential challenges may include the diverse needs, interests and strengths of service users; financial/budgetary constraints; access to space, transport, other resources; staffing and skills sets, etc.

**Assessment Criteria 3.5** - Resources may require consideration with regard to being environmentally friendly and sustainable.

<b>Title:</b>	Supporting Individuals with Autism Spectrum Disorder (ASD)			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	T/652/1560	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop knowledge and skills to work with others to support individuals with ASD.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>SCDHSC0234 Uphold the rights of individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand ASD and the legislative and policy frameworks underpinning support for individuals with ASD.	1.1	Explain the relationship between ASD and neurodivergence.		
		1.2	Summarise the core characteristics of ASD.		
		1.3	Describe key areas of legislation and government policy that relate to individuals diagnosed with ASD in your own region.		
		1.4	Analyse the impact of the legislation and government policy identified in Assessment Criteria 1.2 in relation to: <ul style="list-style-type: none"> <li>a. individuals diagnosed with ASD</li> <li>b. service provision for individuals diagnosed with ASD</li> </ul>		
		1.5	Research: <ul style="list-style-type: none"> <li>a. the services available, including advocacy services, in your local area</li> <li>b. the roles of at least two professionals that provide support to individuals diagnosed with ASD.</li> </ul>		
2	Understand your own role in supporting individuals with ASD.	2.1	Explain your own role and responsibilities in supporting individuals with ASD.		

2	<i>Continued</i>	2.2	Analyse the importance of: <ul style="list-style-type: none"> <li>a. person-centred</li> <li>b. holistic</li> <li>c. inclusive</li> </ul> practice when supporting individuals with ASD.
3	Be able to assist others to support an individual with ASD.	3.1	Work collaboratively with an individual and others to identify and apply a range of approaches, interventions and/or strategies, in accordance with the individual's support plan.
		3.2	Support others to: <ul style="list-style-type: none"> <li>a. minimise risks</li> <li>b. maximise consistency and stability for the individual</li> <li>c. maximise effective communication with the individual, and others, as appropriate</li> </ul>
		3.3	Support others to create and maintain an environment to meet the sensory needs of the individual, as appropriate.
		3.4	Use referral processes in response to the individual's changing needs or preferences.
4	Be able to review the support provided to an individual with ASD.	4.1	Work collaboratively with the individual and others to review the support provided.
		4.2	Record outcomes of the review in accordance with legislative requirements and agreed ways of working.
		4.3	Implement actions agreed as a result of the review.
		4.4	Reflect on your own role in providing support to an individual with ASD and also to others; and identify possible areas for: <ul style="list-style-type: none"> <li>a. your own practice development</li> <li>b. service improvement</li> </ul>

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcomes 1 and 2

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.1** - Examples of neurodivergence include ASD, ADHD, Dyslexia, Dyscalculia, Dyspraxia, Tourette's Syndrome, Down's Syndrome.

**Assessment Criteria 1.2** - Core characteristics relate to communication, behaviours and interests, sensory processing.

**Learning Outcome 3 and Learning Outcome 4** - Others may include families/carers, friends, colleagues, other professionals, other practitioners/service providers, etc.

<b>Title:</b>	Supporting Individuals to Access Housing and Accommodation Services			<b>Level:</b>	4
				<b>Credit Value:</b>	5
<b>Unit Number:</b>	Y/652/1561	<b>TQT:</b>	50	<b>GLH:</b>	40
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop knowledge and skills to support individuals to access housing and accommodation service.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0349 Support individuals to access housing and accommodation services</li> <li>• SCDHSC0422 Promote housing opportunities for individuals</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand supports available to access housing and accommodation in your own region.	1.1	Summarise the role and services of at least three different agencies that provide support to individuals to access housing and accommodation in your own region.		
		1.2	Summarise sources of funding and benefits that are available for individuals in relation to housing and accommodation.		
		1.3	Analyse potential barriers that individuals may encounter in relation to accessing housing and accommodation.		
		1.4	Describe ways in which barriers to accessing housing and accommodation may be challenged.		

2	Be able to support individuals, and others as appropriate, to plan how to access appropriate housing and accommodation services.	2.1	Demonstrate how to effectively support an individual to identify their housing and accommodation needs and preferences.
		2.2	Demonstrate how to signpost to relevant and accessible services, in relation to an individual's housing and accommodation needs.
		2.3	Support an individual to understand eligibility, application or other requirements that may exist for housing and accommodation.
		2.4	Agree a plan with an individual, and others as appropriate, to access appropriate housing and accommodation services.
3	Be able to support individuals to access housing and accommodation services, to meet their needs.	3.1	Summarise your own role and the role of others in supporting an individual to access housing and accommodation services.
		3.2	Work collaboratively with an individual and others to provide support, in accordance with agreed ways of working.
		3.3	Provide information to others, to support an individual's application to access housing and accommodation.
		3.4	Demonstrate contact over time with housing and accommodation services to support an individual's housing and accommodation needs being addressed.
		3.5	Complete records in accordance with legal requirements and agreed ways of working.
4	Be able to review the support provided to individuals to access housing and accommodation services.	4.1	Work collaboratively with an individual and others to review the support provided.
		4.2	Reflect on your own role and the support provided to an individual to access housing and accommodation service; and identify possible areas for: <ul style="list-style-type: none"> <li>a. your own practice development</li> <li>b. service improvement</li> </ul>

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2, 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

<b>Title:</b>	Supporting Individuals During Periods of Transition			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	A/652/1562	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	<p>This unit will enable learners to develop their knowledge and skills to support individuals during periods of transition</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDCCLD0325 Support children and young people through major transitions</li> <li>• SCDLDS312 Support children and young people during transitions in their lives</li> <li>• SCDLMCB3 Lead and manage the provision of care services that deals effectively with transitions and significant life events</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand the nature of transitions.	1.1	Describe at least three significant life events/transitions and their likely impact on individuals' wellbeing.		
		1.2	Critically analyse factors that can make identified transitions positive or negative experiences for individuals.		
		1.3	Describe approaches likely to enhance individuals' capacity to manage transitions positively.		
2	Be able to support individuals to plan how to manage or adapt to periods of transition.	2.1	Identify with an individual, and others as appropriate, a significant recent or imminent transition.		
		2.2	Support an individual, and others as appropriate, to assess the implications of the changes associated with the transition identified in Assessment Criteria 2.1.		

2	<i>Continued</i>	2.3	Use a strengths-based approach to agree actions to address the identified implications, in accordance with your own job role and agreed ways of working.
3	Be able to support individuals to manage or adapt to changes associated with periods of transition.	3.1	Explain your own role and the role of others in supporting an individual to manage or adapt to changes associated with an identified period of transition.
		3.2	Work collaboratively with an individual and others to provide support, in accordance with agreed ways of working.
		3.3	Discuss the importance of ensuring that a practitioner's unconscious bias, views and beliefs do not impact on their response when working with an individual, and others, during a period of transition.
		3.4	Complete records in accordance with legal requirements and agreed ways of working.
4	Be able to review the outcomes of supporting individuals during a period of transition.	4.1	Review outcomes of actions taken and decisions made regarding supporting an individual during an identified period of transition.
		4.2	Reflect on your own role and the support provided to an individual during an identified period of transition and identify possible areas for: <ul style="list-style-type: none"> <li>a. your own practice development</li> <li>b. service improvement</li> </ul>

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

### Primary assessment method(s) for Learning Outcomes 2, 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.1** - Significant life events/transitions may include: bereavement, change in marital status, parenthood, loss of income/employment, retirement, disability, ill-health, frailty, migration/relocation, loss of accommodation or housing, trauma, economic insecurity or dependence, leaving/entering care services etc.

**Assessment Criteria 1.1** - Impacts may include physical, social, emotional, economic, cultural etc.

**Assessment Criteria 1.2** - Factors may include healthy self-esteem, identity, stable relationships and attachments, past experiences including exposure to adverse childhood experiences, abuse, discrimination. Whether the transition is chosen, planned and accepted or forced, unplanned, sudden. Time scale antecedent circumstances.

**Assessment Criteria 2.3** - Strengths-based (or asset-based) approaches focus on individuals' strengths (including personal strengths and social and community networks) and not on their deficits. Strengths-based practice is holistic and multidisciplinary and works with the individual and others to promote their wellbeing. Personal strengths/assets may include relationships, experience, skills, aspirations. Community strengths/assets may include other people, networks, local services, social or leisure connections etc.

**Resources:**

[The Impact of Transitions and How to Cope with Them: Cruse Scotland](#)

[socialcaretalk](#)

[Transition from children's to adults' services](#)

<b>Title:</b>	Supporting Individuals through Detoxification Programmes			<b>Level:</b>	4
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	D/652/1563	<b>TQT:</b>	40	<b>GLH:</b>	30
<b>Unit Purpose and Aims:</b>	This unit will enable the learner to develop knowledge and skills to support individuals through detoxification programmes.				
	This unit is linked to the following NOS: <ul style="list-style-type: none"> <li>SFHAH7 Support individuals through detoxification programmes</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand assessment of individuals for detoxification programmes.	1.1	Explain what is meant by detoxification.		
		1.2	Summarise a range of factors that may contribute to or lead to individuals entering into a detoxification programme.		
		1.3	Analyse risks for individuals associated with detoxification or withdrawal.		
		1.4	Summarise the importance of individual motivation and readiness to engage in a detoxification programme.		
		1.5	Describe the assessment process for entry into a detoxification programme with which you are familiar, including associated risk assessments.		
		1.6	Summarise processes and information used to establish the level of urgency for admission to a detoxification programme.		
2	Be able to introduce individuals to detoxification programmes.	2.1	Apply agreed criteria for admission of an individual to a detoxification programme.		
		2.2	Provide advice and information to an individual on introduction to a detoxification programme.		

2	<i>Continued</i>	2.3	Explain key respective responsibilities of the individual and service during a detoxification programme, including information sharing requirements in relation to the individual's physical and mental well-being.
		2.4	Gain agreement on ways in which significant others may become involved in an individual's detoxification programme, including boundaries to be upheld, as appropriate.
3	Be able to facilitate and review the implementation of detoxification treatment and support plans.	3.1	Work collaboratively with an individual and others to agree a detoxification treatment and support plan, including roles and responsibilities of those involved.
		3.2	Facilitate the implementation of a detoxification treatment and support plan in partnership with an individual and others.
		3.3	Facilitate a person-centred review of a detoxification treatment and support plan to include: <ul style="list-style-type: none"> <li>a. feedback from the individual and others</li> <li>b. review of assessed risks</li> <li>c. likelihood of successful outcomes</li> </ul>
		3.4	Explain actions to take in relation to individuals who are not yet able to complete the detoxification programme, in accordance with agreed ways of working.
4	Be able to facilitate closure of individuals' detoxification programmes.	4.1	Work collaboratively with an individual and others to agree a discharge process.
		4.2	Explain the importance of collaborative working between detoxification and rehabilitative services after an individual's discharge from a detoxification programme.
		4.3	Complete records in accordance with legal requirements and agreed ways of working.

4	<i>Continued</i>	4.4	Reflect on your own role and the support provided to an individual through a detoxification programme and identify possible areas for:  a. your own practice development b. service improvement
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### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2, 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 2.1** - Criteria for admission ought to be specific to an identified detoxification programme, within which the learner has an identified role and responsibility.

<b>Title:</b>	Supporting Individuals to Manage their Finances		<b>Level:</b>	4	
			<b>Credit Value:</b>	3	
<b>Unit Number:</b>	F/652/1564	<b>TQT:</b>		<b>GLH:</b>	20
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop their knowledge and skills to support individuals to manage their finances, in accordance with their needs and preferences and agreed ways of working, including safeguarding protocols.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0345 Support individuals to manage their financial affairs</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Know how to access information and advice about supporting individuals to manage their finances.	1.1	Summarise sources of information and advice about: <ul style="list-style-type: none"> <li>a. benefits and allowances</li> <li>b. services available to support individuals to manage their finances</li> </ul>		
		1.2	Compare the roles of at least two others who may be involved in supporting individuals to manage their finances.		
		1.3	Summarise key aspects of: <ul style="list-style-type: none"> <li>a. legislation</li> <li>b. regulatory requirements</li> <li>c. agreed ways of working</li> </ul> in relation to supporting individuals to manage their finances and safeguarding against financial abuse.		

2	Be able to provide support for individuals to manage their finances.	2.1	Explain your own role, responsibilities and professional boundaries in providing support for individuals to manage their finances.
		2.2	Demonstrate how to effectively work with an individual, and others as appropriate, to identify: <ul style="list-style-type: none"> <li>a. existing skills and methods for managing their own finances</li> <li>b. areas where additional support is required to manage their finances</li> </ul>
		2.3	Demonstrate how to effectively provide support for an individual to manage finances, in accordance with agreed ways of working, and which: <ul style="list-style-type: none"> <li>a. promotes active participation</li> <li>b. safeguards the individual</li> </ul>
		2.4	Complete records in accordance with legal requirements and agreed ways of working.
3	Be able to contribute to reviewing the support provided for individuals to manage their finances.	3.1	Work collaboratively with an individual, and others as appropriate, to review the support provided to manage their finances.
		3.2	Record outcomes of the review, including any changes in an individual's circumstances which may indicate a need to revise the support provided for an individual to manage their finances.
		3.3	Reflect on your own role and the support provided for an individual to manage their finances and identify possible areas for: <ul style="list-style-type: none"> <li>a. your own practice development</li> <li>b. service improvement</li> </ul>

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

#### Primary assessment method(s) for Learning Outcome 1

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

#### Primary assessment method(s) for Learning Outcomes 2 and 3

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.2** - Others may include colleagues, other professionals, carers/families, legal advocates, etc. Roles may be determined legally e.g. Enduring Power of Attorney, through a specific organisation e.g. an advice service; or may be less formal e.g. carer/family.

#### Assessment Criteria 1.3

- Legislation may relate to human rights, mental capacity, safeguarding etc.
- Regulatory requirements may include those associated with NISCC, RQIA, NIHE (Supporting People), etc.

**Assessment Criteria 2.4** - Records may include those associated with cash handling, verification of receipts, as well as care support plan and daily record updates.

<b>Title:</b>	Leading and Managing Behavioural Support Strategies for Individuals in Health and Social Care			<b>Level:</b>	5
				<b>Credit Value:</b>	6
<b>Unit Number:</b>	H/652/1565	<b>TQT:</b>	60	<b>GLH:</b>	50
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to develop knowledge and skills to lead and manage behavioural support strategies for individuals who display behaviours of concern, in health and social care settings.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>• SCDHSC0336 Promote positive behaviour</li> <li>• SCDHSC0398 Support individuals with programmes to promote positive behaviour</li> <li>• SFHMH27 Reinforce positive behavioural goals during relationships with individuals</li> <li>• SFHGEN134 Contribute to the prevention and management of abusive, aggressive and challenging behaviour</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand behaviour as a means of expression.	1.1	Analyse what is meant by behaviour as a means of expression.		
		1.2	Summarise a range of factors that may contribute to, or trigger behaviours of concern.		
		1.3	Explain key methods for analysing behaviour, including the core components of functional analysis.		
		1.4	Analyse the application of the Time Intensity Model in social care settings.		

1	<i>Continued</i>	1.5	Evaluate the contribution of specialist professionals/agencies involved in assessing and analysing individuals' behaviours.
2	Understand strategies to support the management of behaviours of concern.	2.1	Summarise a range of approaches to support the management of behaviours of concern within an identified context, including: <ul style="list-style-type: none"> <li>a. primary prevention strategies</li> <li>b. secondary prevention strategies</li> <li>c. non-aversive reactive strategies</li> </ul>
		2.2	Explain the importance of daily planning and consistency in the management of behaviours of concern.
3	Be able to lead the implementation of primary prevention strategies within your own setting.	3.1	Demonstrate the use of effective communication and positive interaction with: <ul style="list-style-type: none"> <li>a. individuals</li> <li>b. others</li> </ul> <p>in relation to primary prevention strategies to support the management of behaviours of concern.</p>
		3.2	Support others to implement agreed person-centred primary prevention strategies, using least restrictive practices and respecting an individual's dignity, rights and choice.
		3.3	Work with an individual and others to review the individual's routine and daily activities to identify areas for increased participation and choice.
4	Be able to lead the implementation of secondary prevention strategies within your own setting.	4.1	Identify indicators of behavioural agitation and possible secondary prevention strategies that may be used with an individual.
		4.2	Ensure that agreed secondary prevention strategies are clearly documented in an individual's care/support plan.
		4.3	Support others to implement agreed person-centred secondary prevention strategies, using least restrictive practices and respecting an individual's dignity and rights.

5	Be able to lead the implementation of non-aversive reactive strategies within your own setting.	5.1	Assess risks involved in the use of non-aversive reactive strategies that may be used with an individual.
		5.2	Ensure that agreed non-aversive reactive strategies are clearly documented in an individual's care/support plan.
		5.3	Support others to implement an agreed non-aversive reactive strategy using least restrictive practices and respecting an individual's dignity and rights.
		5.4	Manage post-incident support needs of: <ul style="list-style-type: none"> <li>a. an individual</li> <li>b. others</li> <li>c. self</li> </ul> taking account of immediate, intermediate and long-term support needs.
		5.5	Demonstrate the use of agreed incident recording and reporting processes.
		5.6	Evaluate the effectiveness of the implementation of the agreed non-aversive reactive strategy and identify areas for service improvement.
6	Be able to evaluate the use of behavioural support strategies for individuals in your own setting.	6.1	Evaluate your own role in leading and managing behavioural support strategies for individuals in your own setting and identify possible areas for: <ul style="list-style-type: none"> <li>a. your own practice development</li> <li>b. service improvement</li> </ul>

## Guidance for Assessors

### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

### Primary assessment method(s) for Learning Outcomes 1 and 2

- Written tasks.
- Verbal questioning, documented by the assessor.
- Professional Discussion recorded and summarised by the assessor.

**When answering, learners should reflect on own service user group and organisational context.**

### Primary assessment method(s) for Learning Outcomes 3, 4, 5 and 6

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

**Assessment Criteria 1.2** – Factors may include communication difficulties, mental health issues, cognitive impairments, medical conditions/pain, medication effects, environmental influences e.g. sensory overload, unfamiliar surroundings, routine disruptions, social interactions with others, trauma etc.

**Assessment Criteria 1.3** - Functional analysis refers to the process for identifying or analysing the function or purpose of an individual's behaviour, using a range of structured measures.

**Resource:** [Functional analysis \(MSc Applied Behaviour Analysis\)](#)

**Assessment Criteria 1.4** – The Time-Intensity Model refers to the cycle of behaviour that show the stages of a crisis/escalation. This model is also known as the 'Crisis Cycle', 'Assault Cycle' or 'Emotional Arousal Cycle'.

**Resources:**

[The-time-intensity-model](#)

[The-5-stages-of-the-assault-cycle/](#)

[scottishconflictresolution.org.uk](#)

**Learning Outcome 3** - Primary prevention: Proactive strategies that involve changing aspects of an individual's living, working and recreational environments so that the possibility of incidents of behaviours of concern are reduced.

**Learning Outcome 4** - Secondary prevention: Strategies that apply when an individual's behaviours of concern begin to escalate, in order to prevent a significant incident.

**Learning Outcome 5** - Non-aversive reactive strategies are ways of responding safely and efficiently to behaviours of concern that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort and comply with care/support plans and safeguarding protocols.

**Useful Resources:**

[003-Positive-Behaviour-Support-Planning-Part-3.pdf](#)

[Positive Behavioural Support](#)

[Understanding the Behaviour Cycle - BeyondAutism](#)

<b>Title:</b>	Supporting the Use of Assistive Technology in Health and Social Care			<b>Level:</b>	5
				<b>Credit Value:</b>	4
<b>Unit Number:</b>	J/652/1566	<b>TQT:</b>	40	<b>GLH:</b>	28
<b>Unit Purpose and Aims:</b>	<p>This unit will enable the learner to understand, plan, provide and review assistive technologies in order to best support the individual in health and social care settings.</p> <p>This unit is linked to the following NOS:</p> <ul style="list-style-type: none"> <li>SFHCHS239 Enable individuals to use assistive devices and assistive technology</li> </ul>				
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Be able to research and evaluate assistive technologies.	1.1	Research and develop a report on the types, availability and the impact of assistive technologies on individuals within own area of responsibility.		
2	Be able to facilitate the use of assistive technologies by the individual.	2.1	Explain how assistive technologies solutions can be adapted according to need and context.		
		2.2	Summarise the potential risks associated with assistive technology solutions.		
		2.3	Summarise assessment and referral processes which are used to secure assistive technology.		
		2.4	Demonstrate how to support the individual to secure and use appropriate assistive technology.		
3	Be able to support others to facilitate the use of assistive technology.	3.1	Support others to facilitate the use of assistive technology by providing information and guidance.		

4	Be able to review the provision of assistive technology.	4.1	Review the assessment and referral processes used to secure assistive technology.
		4.2	Review the outcomes of assistive technology support to individuals against identified needs.

### Guidance for Assessors

#### General Guidance

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

**Learning Outcome 1** - Evidence requirements: The primary type of evidence for Learning Outcome 1 is a documented report on the types, availability and the impact of assistive technologies on individuals within the learner's area of responsibility.

#### Primary assessment method(s) for Learning Outcomes 2, 3 and 4

- Direct Observation of the learner in their work setting; review of work products and associated questioning.
- Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who are in receipt of care/support, their families and carers.
- Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

## Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

<b>Apply</b>	Use existing knowledge or skills in a new or different context.
<b>Analyse</b>	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
<b>Classify</b>	Organise information according to specific criteria.
<b>Compare</b>	Examine subjects in detail, giving the similarities and differences.
<b>Critically Compare</b>	As with compare but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
<b>Describe</b>	Provide detailed, factual information about a subject.
<b>Discuss</b>	Give a detailed account of a subject, including a range of contrasting views and opinions.
<b>Explain</b>	As with describe but extended to include causation and reasoning.
<b>Identify</b>	Select or ascertain appropriate information and details from a broader range of information or data.
<b>Interpret</b>	Use information or data to clarify or explain something.
<b>Produce</b>	Make or create something.
<b>State</b>	Give short, factual information about something.
<b>Specify</b>	State a fact or requirement clearly and in precise detail.



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