Level 4 Award in Advanced Healthcare and Social Care Support

Qualification Specification

Contents

Introduction

The Level 4 Award in Advanced Healthcare and Social Care Support is appropriate for individuals, such as assistant practitioners, nursing and social work roles in a Healthcare and social care setting.

The awarding organisation for the qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for the qualification has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland. The qualification has been accredited onto the Regulated Qualifications Framework (RQF).

Qualification Profile

Qualification title	**ProQual Level 4 Award in Advanced Healthcare and Social Care Support**
Ofqual qualification number	601/5380/5
Level	Level 4
Total qualification time	60 hours
Guided learning hours	50
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/1/15
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

Candidates must achieve 6 credits from any combination of units.

Unit code	Title	Level	Credit
T/504/8615	The structure, organisation and function of the human body	4	12
K/600/9711	Manage physical resources	4	3
H/503/7156	Communication skills for health and social care management	4	15
D/601/1598	Empowering users of health and social care services	4	15
F/503/7245	Equality and diversity in health and social care	4	10
H/602/5194	Evaluate and develop own contribution to the service	4	3
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A/602/5198	Provide support for other practitioners	4	5
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T/602/3188	Understand partnership working	4	1
H/602/3185	Understanding professional supervision practice	4	3
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A/601/1608	Physiological Principles for health and social care	4	15
F/601/1593	The sociological context of health and social care	4	15
A/602/3189	Work in partnership in health and social care	4	4
L/602/2578	Promote professional development	4	4
R/602/2338	Recruitment and selection within health and social care or children and young people's settings	4	3
D/602/3170	Understand how to manage a team	4	3
T/602/2574	Manage induction in health and social care or children and young people's settings	4	3
T/602/2753	Manage finance within own area of responsibility in health and social care or children and young people's settings	4	4

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff
Staff delivering this qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance
For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

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

Assessment

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

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

Evidence can include:
- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning
- candidate test papers

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria for this qualification can be found from page 8.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

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.

Results Enquiries and Appeals

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

Certification

Candidates who achieve the required credits for this qualification will be awarded:

- A certificate listing the unit achieved, and
- A certificate giving the full qualification title -

   ProQual Level 4 Award in Advanced Healthcare and Social Care Support

Claiming certificates

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

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 certificates.

Learning Outcomes and Assessment Criteria
Unit T/504/8615
The structure, organisation and function of the human body

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the organisation of the human living cell, from its simplest level to the most complex level found in the human body	1.1	Explain the structure and function of single and complex cells
		1.2	Outline the term system in relation to the human body
		1.3	Explain the relationship between cells and systems
		1.4	Analyse the effects of inheritance in relation to the human body function
2	Understand the principles of the human body systems	2.1	Explain the structure of different human body systems
		2.2	Explain the function of different human body systems
		2.3	Analyse the relationship between the structure and function of different human body systems
		2.4	Explain how the body maintains balance between its systems
		2.5	Investigate factors affecting individual's health and wellbeing

Unit K/600/9711
Manage physical resources

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of sustainability when using physical resources.	1.1	Explain the importance of using sustainable resources.
		1.2	Explain the potential impact of resource use on the environment.
		1.3	Explain how to use resources effectively and efficiently.
		1.4	Describe actions one can take to minimise any adverse environmental impact of using physical resources.
2	Be able to identify resource requirements for own area of responsibility.	2.1	Consult with colleagues to identify their planned activities and corresponding resource needs.
		2.2	Evaluate past resource use to inform expected future demand.
		2.3	Identify resource requirements for own area of responsibility.
3	Be able to obtain required resources for own area of responsibility.	3.1	Submit a business case to procure required resources.
		3.2	Review and agree required resources with relevant individuals.
		3.3	Explain an organisation's processes for procuring agreed resources.
4	Be able to monitor and review the quality and usage of resources in own area of responsibility.	4.1	Monitor the quality of resources against required specifications.
		4.2	Identify differences between actual and planned use of resources and take corrective action.
		4.3	Analyse the effectiveness and efficiency of resource use in own area of responsibility.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	4.4 Make recommendations to improve the effectiveness and efficiency of resource use

Unit H/503/7156
Communication Skills for Health and Social Care Management

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how internal communication takes place within health and social care organisations	1.1	Explain the process of communication within health and social care organisations
		1.2	Assess the appropriate use of different modes of communication for different purposes
2	Understand the factors that impact on the effectiveness of communications	2.1	Assess the impact of personal relationships on effective communications
		2.2	Assess the impact of non-verbal communication on oral communications
		2.3	Analyse the factors that impact on clarity of communications
		2.4	Assess the impact of technology on oral and written communications
		2.5	Review the use of conventions in written communications
3	Understand features of communications between health and social care professionals and service users	3.1	Evaluate formal communication methods and systems used by health and social care organisations to communicate with service users in different contexts
		3.2	Assess the communication skills needed for face to face consultations with service users in different contexts
		3.3	Analyse the issues of confidentiality relating to communication with service users
		3.4	Summarise the additional skills needed by health and social care professionals to ensure effective communication with service users
4	Be able to present oral information effectively in a health and social care context	4.1	Design an oral presentation for an internal audience within a health and social care organisation
		4.2	Use technology to support presentation skills

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.3	Carry out a consultation with a service user
	4.4	Present complex information orally
	4.5	Assess effectiveness of own communication
5 Be able to communicate formally in writing in a health and social care context	5.1	Communicate complex information for specific purposes
	5.2	Prepare for and document a meeting
	5.3	Convey quantitative data using charts and graphs
	5.4	Review written communication

Unit D/601/1598
Empowering Users of Health and Social Care Services

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how the design and review of services promotes and maximises the rights of users of health and social care services	1.1	explain how current legislation and sector skills standards influence organisational policies and practices for promoting and maximising the rights of users of health and social care services
		1.2	analyse factors that may affect the achievement of promoting and maximising the rights of users of health and social care services
		1.3	analyse how communication between care workers and individuals contribute to promoting and maximising the rights of users of health and social care services
2	Understand how to promote the participation and independence of users of health and social care services	2.1	explain factors that may contribute to loss of independence, non-participation and social exclusion for vulnerable people
		2.2	analyse how organisational systems and processes are managed to promote participation and independence of users of health and social care services
		2.3	analyse the tensions that arise when balancing the rights of the individual to independence and choice against the care provider's duty to protect
3	Understand the responsibility of managing and monitoring risks in health and social care settings	3.1	use a case study from a health or social care setting to identify the extent to which individuals are at risk of harm
		3.2	analyse the effectiveness of policies, procedures and managerial approach within a health or social care setting for promoting the management of risks

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Understand how good practice in the administration of medication is essential for users of health and social care services	4.1	review current legislation, codes of practice and policy that apply to the handling of medication
		4.2	evaluate the effectiveness of policies and procedures within a health and social care setting for administering medication

Unit F/503/7245
Equality and Diversity in Health and Social Care

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the key legislative frameworks for equality and diversity in Health and Social Care	1.1	Analyse the key legislative frameworks governing equality and diversity
		1.2	Define how equality and diversity is supported by other regulations and guidelines
2	Understand equality and diversity legislation in relation to Health and Social Care	2.1	Analyse how key legislation is interpreted within a chosen Health and Social Care setting
		2.2	Analyse the importance and benefits of equality and diversity in a Health and Social Care setting
3	Understand how equality and diversity is promoted and managed in Health and Social Care	3.1	Evaluate the effectiveness of policies and procedures in promoting and guiding equality and diversity practice in Health and Social Care
		3.2	Evaluate how Health and Social Care organisations promote and manage equality and diversity
4	Be able to identify and challenge discriminatory behaviour and/or practices	4.1	Analyse the signs and indications of discrimination by individuals and organisations
		4.2	Evaluate the impact of discrimination on an individual and at organisational level
		4.3	Propose how discriminatory behaviour and/or practices can be challenged

Unit H/602/5194
Evaluate and develop own contribution to the service

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the process of evaluating practice	1.1	Identify criteria used to evaluate practice
		1.2	Evaluate practice including identifying areas for development
		1.3	Identify the information to be evaluated
		1.4	Agree the feedback to be accessed
		1.5	Identify the objectives of the service which will inform evaluation
2	Be able to carry out evaluation of practice	2.1	Evaluate information using identified criteria
		2.2	Implement agreed criteria to evaluate practice
		2.3	Evaluate the effect of own values, beliefs, attitudes and behaviours on work role
		2.4	Identify aspects of knowledge required by the service and the profession
		2.5	Seek guidance and support when issues are beyond own knowledge and experience
3	Be able to identify development objectives	3.1	Use outcomes of evaluation to prioritise and agree development objectives
		3.2	Identify and access the necessary resources for development
		3.3	Record personal development plans
		3.4	Review and update personal development plans

Unit R/602/5207
Facilitate learning in groups

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to manage group dynamics	1.1	Summarise the key theoretical models of group work
		1.2	Use facilitation and intervening skills in group situations
		1.3	Analyse how to balance the needs of tasks and group processes
		1.4	Encourage group members to participate effectively and ensure that they feel comfortable
2	Be able to establish and maintain effective communication with group members	2.1	Use appropriate methods of communication
		2.2	Put learners at ease
		2.3	Establish what factors are likely to affect learning and behaviour in groups
		2.4	Identify how to address individual needs in a group setting
		2.5	Recognise and deal with issues of power, conflict and authority in groups
3	Be able to facilitate collaborative learning	3.1	Agree with the group, the purpose, process and intended outcomes of group activity
		3.2	Summarise the different learning styles
		3.3	Evaluate the range of learning activities available
		3.4	Access relevant resources and support for learners
		3.5	Adapt group activities to the size and composition of the group

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to enable individuals to reflect on the way in which they have been learning and participating in the group	4.1	Agree and implement appropriate methods of eliciting personal views on learning
		4.2	Monitor individual learner's progress in a group setting
		4.3	Feedback on progress made and process of learning to the group and to individual members in a positive and encouraging manner

Unit K/601/1569
Health and Safety in the Health and Social Care Workplace

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how health and safety legislation is implemented in the health and social care workplace	1.1	review systems, policies and procedures for communicating information on health and safety in the health and social care workplace in accordance with legislative requirements
		1.2	assess the responsibilities in a specific health and social care workplace for the management of health and safety in relation to organisational structures
		1.3	analyse health and safety priorities appropriate for a specific health and social care workplace
2	Understand the ways in which health and safety requirements impact on customers and the work of practitioners in the health and social care workplace	2.1	analyse how information from risk assessments informs care planning for individuals and organisational decision-making about policies and procedures
		2.2	analyse the impact of one aspect of health and safety policy on health and social care practice and its customers
		2.3	discuss how dilemmas encountered in relation to implementing systems and policies for health, safety and security may be addressed
		2.4	analyse the effect of non-compliance with health and safety legislation in a health and social care workplace
3	Understand the monitoring and review of health and safety in the health and social care workplace	3.1	explain how health and safety policies and practices are monitored and reviewed
		3.2	analyse the effectiveness of health and safety policies and practices in the workplace in promoting a positive, healthy and safe culture
		3.3	evaluate own contributions to placing the health and safety needs of individuals at the centre of practice

Unit F/503/7164
Health and Social Care in Context

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the structural organisation of a chosen health and/or social care area	1.1	Analyse organisational structures within the chosen area
		1.2	Evaluate the roles and responsibilities of agencies external to the area who advise and influence it
		1.3	Analyse individual functions and roles within organisations in the area
2	Understand the implications of legislative frameworks in the chosen health and social care area	2.1	Analyse the legislative frameworks impacting on the chosen area and explain their intended functions.
		2.2	Evaluate the way in which legislative frameworks have been interpreted in terms of regulation, codes of practice and standards in the chosen area.
		2.3	Assess the impact of policies, legislation, regulation, codes of practice and standards on organisations and working practices in chosen area.
3	Understand external influences on a chosen health and/or social care area	3.1	Analyse the factors and organisations which have influenced government decisions on health and social care
		3.2	Assess the impact of social values and attitudes on health and social care
		3.3	Assess barriers to access for health and social care and how effectively these have been overcome
4	Understand the individual rights underpinning delivery of health and social care to service users	4.1	Analyse the individual rights that underpin health and social care practice
		4.2	Evaluate the importance of these rights in health and social care

Unit L/601/1662
Influences on Health and Social Care Organisations

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the relationship between the external environment and health and social care organisations	1.1	analyse the impact of external environmental factors on health and social care organisations
		1.2	evaluate the ways in which organisations respond to the impact of external factors, including those of external stakeholders
2	Understand the impact of organisational structure and culture on health and social care service delivery	2.1	compare and contrast different types of organisational structures in health and social care
		2.2	analyse the concept of organisational culture in health and social care services
		2.3	analyse theories relating to the behaviour of individuals and groups in health and social care organisations
		2.4	explain how the organisational structure and culture of a health and care organisation impacts on service delivery
3	Understand the role of leadership in health and social care organisations	3.1	discuss concepts of leadership as related to health and social care organisations
		3.2	analyse how leadership can influence the effectiveness of health and social care organisations
		3.3	evaluate the specific leadership contributions in a health or social care organisation

Unit A/602/5153
Prepare clients through advice and guidance for the implementation of a course of action

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to assist clients to prepare an action plan	1.1	Confirm the course of action with the client and the roles and responsibilities of those involved
		1.2	Explore the potential advantages and disadvantages of the chosen course of action, including the timescales and any cost implications
		1.3	Identify any unrealistic expectations and explore possible modifications
2	Be able to assist clients to develop the action plan	2.1	Incorporate relevant information into the action plan
		2.2	Ensure the plan specifies methods, timescales, and responsibilities
		2.3	Produce the plan in the agreed format and review it with the client
		2.4	Agree the process for future reviews
3	Be able to assist clients to identify how the plan might be implemented	3.1	Identify potential methods for implementing the course of action and identify any potential difficulties
		3.2	Confirm with clients their understanding of the action plan
		3.3	Obtain agreement from the client for action plan to commence

Unit A/602/5198
Provide support for other practitioners

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to agree the support required by other practitioners	1.1	Identify which practitioners need support
		1.2	Agree the purpose and objectives for the support required
		1.3	Agree the procedures for the recording and exchange of information
		1.4	Agree boundaries of confidentiality
		1.5	Determine when and how to review the support agreement
2	Be able to promote the effective practice of others	2.1	Identify organisational expectations of practitioners
		2.2	Support practitioners to identify the limits of their competence
		2.3	Intervene in a timely way to maintain practitioner's effectiveness and resolve tensions which may exist
		2.4	Provide constructive feedback on other's practice
3	Be able to deliver support sessions to practitioners	3.1	Agree the issues which should be covered in the sessions
		3.2	Enable practitioners to reflect on their practice
		3.3	Identify and agree options for practitioners' specific requirements
		3.4	Review support sessions and record the outcomes

Unit M/502/5396
Reflective Practice

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to review own performance and exchange good practice	1.1	Review and update personal development objectives on a regular basis to reflect progress made and any new and changing expectations about own role
		1.2	Take action to meet own learning needs and develop own support and accountability systems
		1.3	Develop methods for disseminating information and sharing knowledge and good working practices
2	Be able evaluate the efficiency and effectiveness of own practice	2.1	Monitor own progress and take prompt action to address any problems which may arise
		2.2	Review the efficiency and effectiveness of own practice taking into account relevant theories and feedback of others
		2.3	Apply the results of these reflections and development activities to improving own performance and practice
3	Be able to evaluate the relevance of the wider social, economic and environmental context to working with vulnerable young people	3.1	Critically review national and local plans and policies for own role and analyse their implications for working with young people

Unit A/602/3189
Work in partnership in health and social care or children and young people's settings

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand partnership working	1.1	Identify the features of effective partnership working
		1.2	Explain the importance of partnership working with • Colleagues • Other professionals • Others
		1.3	Analyse how partnership working delivers better outcomes
		1.4	Explain how to overcome barriers to partnership working
2	Be able to establish and maintain working relationships with colleagues	2.1	Explain own role and responsibilities in working with colleagues
		2.2	Develop and agree common objectives when working with colleagues
		2.3	Evaluate own working relationship with colleagues
		2.4	Deal constructively with any conflict that may arise with colleagues
3	Be able to establish and maintain working relationships with other professionals	3.1	Explain own role and responsibilities in working with other professionals
		3.2	Develop procedures for effective working relationships with other professionals
		3.3	Agree common objectives when working with other professionals within the boundaries of own role and responsibilities
		3.4	Evaluate procedures for working with other professionals

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.5	Deal constructively with any conflict that may arise with other professionals
4	Be able to work in partnership with others	4.1	Analyse the importance of working in partnership with others
		4.2	Develop procedures for effective working relationships with others
		4.3	Agree common objectives when working with others within the boundaries of own role and responsibilities
		4.4	Evaluate procedures for working with others
		4.5	Deal constructively with any conflict that may arise with others

Unit T/602/3188
Understand partnership working

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand partnership working	1.1 Identify the features of effective partnership working
	1.2 Explain the importance of partnership working with • Colleagues • Other professionals • Others
	1.3 Analyse how partnership working delivers better outcomes
	1.4 Explain how to overcome barriers to partnership working

Unit H/602/3185
Understanding professional supervision practice

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of supervision	1.1	Evaluate theoretical approaches to professional supervision
		1.2	Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision
2	Understand how the principles of supervision can be used to inform performance management	2.1	Explain key principles of effective professional supervision
		2.2	Analyse the importance of managing performance in relation to • governance • safeguarding • key learning from critical reviews and inquiries
3	Understand how to support individuals through professional supervision	3.1	Analyse the concept of anti-oppressive practice in professional supervision
		3.2	Explain methods to assist individuals to deal with challenging situations
		3.3	Explain how conflict may arise within professional supervision
		3.4	Describe how conflict can be managed within professional supervision
4	Understand how professional supervision supports performance	4.1	Explain the responsibility of the supervisor in setting clear targets and performance indicators
		4.2	Explain the performance management cycle
		4.3	Compare methods that can be used to measure performance
		4.4	Describe the indicators of poor performance
		4.5	Explain how constructive feedback can be used to improve performance

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.6	Evaluate the use of performance management towards the achievement of objectives

Unit K/602/5200
Undertake research for the service and its clients

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to identify sources and availability of information	1.1	Identify the types of information required
		1.2	Evaluate potential sources of information
		1.3	Access information following the appropriate procedures
		1.4	Address any related risks or problems with the collection of information
2	Be able to collect data to meet research objectives	2.1	Apply organisational collection principles correctly and consistently
		2.2	Address any problems which occur when collecting information
		2.3	Record the collected information using appropriate systems
3	Be able to analyse and report on the data collected	3.1	Identify the appropriate methods of analysis
		3.2	Use the appropriate methods of analysis
		3.3	Present a rationale for any unexpected results
		3.4	Access systems for recording analysis results using agreed procedures
		3.5	Present research results in a suitable format, using acknowledgements appropriately

Unit Y/504/0233
Use person-centred practices to deliver personalisation in health and social care

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to put person-centred values into practice	1.1	Identify the values central to personalisation • Independence and rights • Coproduction, choice and control • Inclusive and competent communities
		1.2	Demonstrate how person-centred values are delivered through own practice • Independence and rights • Coproduction, choice and control • Inclusive and competent communities
		1.3	Use person-centred practices to agree outcomes
2	Be able to implement person-centred thinking to deliver personalised services	2.1	Identify what is important to and for the Service User using person-centred tools
		2.2	Demonstrate how to enhance the Service User's voice, choice, and control
		2.3	Use person-centred thinking tools to learn about the Service User
		2.4	Produce a person-centred description/support plan
3	Be able to use person-centred thinking tools for on-going implementation of support plans	3.1	Enable the Service User to take the action needed to implement their support plan and achieve their required outcomes
		3.2	Clarify responsibilities in delivering a support plan and achieving outcomes identified by the Service User
		3.3	Use person-centred practices in the context of different support arrangements
		3.4	Explain how person-centred practices are adapted to people in diverse contexts

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to provide practical assistance with updating and reviewing Support Plans	4.1	Use person-centred practices to continuously update the information in a support plan to reflect the Service User's choices
		4.2	Enable the Service User to prepare for their review in a way that maximises their control
		4.3	Facilitate a person-centred review
		4.4	Identify the actions that need to happen to achieve the outcomes identified at a review
5	Be able to take a person-centred approach to risk	5.1	Apply a person-centred approach to risk
		5.2	Determine the steps required in order to establish shared decision-making
6	Be able to promote well-being and community membership	6.1	Support Service Users in identifying outcomes which promote their well-being
		6.2	Develop the Service User's social capacity, support networks and membership of their community
		6.3	Identify ways in which Service Users can maintain and widen their involvement in, and contribution to, their community

Unit K/601/1572
Personal and Professional Development in Health and Social Care

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how personal values and principles influence individual contributions to work in health and social care settings	1.1	compare personal values and principles with the principles of support for working in health and social care LO
		1.2	assess how personal culture and experience influence own role in supporting users of services and others in health and social care settings
		1.3	discuss how new developments and changes to personal values can impact on work in health and social care
2	Be able to produce, monitor, revise and evaluate plans for personal progress in developing the skills and abilities required of a health and social care practitioner	2.1	assess current skills ability and learning style
		2.2	produce a holistic development plan with short, medium and long-term goals
		2.3	monitor progress against the plan according to the requirements of a health and social care practitioner, revising the plan as required
		2.4	evaluate the effectiveness of the development plan to own development as a health and social care practitioner
3	Understand the application of principles of professional engagement with users of health and social care services	3.1	explain the nature of different professional relationships in health and social care contexts
		3.2	evaluate personal effectiveness in promoting and supporting the rights of the individual

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	discuss ways to resolve issues encountered in professional relationships
4	Be able to demonstrate development of own skills and understanding in relation to working with others in health and social care practice.	4.1	evaluate the effectiveness of personal contributions when working with others in health and social care practice
		4.2	explain how the limits of own work role impacts on work with others
		4.3	analyse own role in minimising barriers to effective teamwork in health and social care practice
		4.4	discuss how to improve personal contributions to the collective effectiveness of a team.

Unit T/601/1560
Communicating in Health and Social Care Organisations

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to explore how communication skills are used in health and social care	1.1	apply relevant theories of communication to health and social care contexts
		1.2	use communication skills in a health and social care context
		1.3	review methods of dealing with inappropriate interpersonal communication between individuals in health and social care settings
		1.4	analyse the use of strategies to support users of health and social care services with specific communication needs
2	Understand how various factors influence the communication process in health and social care	2.1	explain how the communication process is influenced by values and cultural factors
		2.2	explain how legislation, charters and codes of practice impact on the communication process in health and social care
		2.3	analyse the effectiveness of organisational systems and policies in promoting good practice in communication
		2.4	suggest ways of improving the communication process in a health and social care setting
3	Be able to explore the use of information and communication technology (ICT) in health and social care	3.1	access and use standard ICT software packages to support work in health and social care
		3.2	analyse the benefits of using ICT in health and social care for users of services, care workers and care organisations
		3.3	analyse how legal considerations in the use of ICT impact on health and social care

Unit A/601/1608
Physiological Principles for Health and Social Care

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the structure and functioning of the human body	1.1 outline the main anatomical features of the human body
	1.2 discuss how body systems interact to ensure the body functions and grows
2 Understand the relationship between body functioning and relevant detailed anatomy and physiology	2.1 explain normal body responses to everyday activities
	2.2 discuss how body responses are explained by cellular and tissue structure and physiology
	2.3 explain how the body coordinates its internal activities
3 Understand how routine data collected in health and social care informs the planning of care for individuals	3.1 explain the recording and use of routine measures in health and social care
	3.2 assess how routine measures provide information about body functioning
	3.3 examine how information about body functioning may inform care planning for individuals
4 Be able to relate routine variations in body structure and functioning to care received by individuals	4.1 explain how age may affect body structure and functioning
	4.2 assess the impact of common disorders on body structure and functioning
	4.3 relate the effects of common disorders and infection to the care routinely given to individuals affected by them

Unit F/601/1593
The Sociological Context of Health and Social Care

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the contemporary nature of society	1.1	explain how political, social and economic constructs can be used to categorise society
		1.2	review current trends in societal change, including how these might shape social expectations
		1.3	discuss the influence of cultural values and beliefs in society
		1.4	evaluate the implications of societal change for the health and social care sector
2	Understand how social inequalities influence the life chances and health status of individuals	2.1	use data to explain inequalities which exist in health and social care
		2.2	analyse social inequalities from a sociological perspective
		2.3	analyse how inequalities which exist in health and social care can impact on an individual's health status and life chances
3	Understand sociological concepts and theory in relation to contemporary social and health issues	3.1	apply sociological concepts and theory to definitions of health and wellbeing
		3.2	use data to explain how social and health issues are socially constructed
		3.3	explain the possible implications of social and health issues for health and social care service providers
		3.4	analyse social and health issues in terms of their impact on the health and wellbeing of individuals in society

Unit A/602/3189
Work in partnership in health and social care or children and young people's settings

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand partnership working	1.1 Identify the features of effective partnership working
	1.2 Explain the importance of partnership working with • Colleagues • Other professionals • Others
	1.3 Analyse how partnership working delivers better outcomes
	1.4 Explain how to overcome barriers to partnership working
2 Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues
	2.2 Develop and agree common objectives when working with colleagues
	2.3 Evaluate own working relationship with colleagues
	2.4 Deal constructively with any conflict that may arise with colleagues
3 Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals
	3.2 Develop procedures for effective working relationships with other professionals
	3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities
	3.4 Evaluate procedures for working with other professionals

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.5	Deal constructively with any conflict that may arise with other professionals
4	Be able to work in partnership with others	4.1	Analyse the importance of working in partnership with others
		4.2	Develop procedures for effective working relationships with others
		4.3	Agree common objectives when working with others within the boundaries of own role and responsibilities
		4.4	Evaluate procedures for working with others
		4.5	Deal constructively with any conflict that may arise with others

Unit L/602/2578
Promote professional development

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand principles of professional development	1.1	Explain the importance of continually improving knowledge and practice
		1.2	Analyse potential barriers to professional development
		1.3	Compare the use of different sources and systems of support for professional development
		1.4	Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date
2	Be able to prioritise goals and targets for own professional development	2.1	Evaluate own knowledge and performance against standards and benchmarks
		2.2	Prioritise development goals and targets to meet expected standards
3	Be able to prepare a professional development plan	3.1	Select learning opportunities to meet development objectives and reflect personal learning style
		3.2	Produce a plan for own professional development, using an appropriate source of support
		3.3	Establish a process to evaluate the effectiveness of the plan
4	Be able to improve performance through reflective practice	4.1	Compare models of reflective practice
		4.2	Explain the importance of reflective practice to improve performance
		4.3	Use reflective practice and feedback from others to improve performance

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	4.4 Evaluate how practice has been improved through: • reflection on best practice • reflection on failures and mistakes

Unit R/602/2338
Recruitment and selection within health and social care or children and young people's settings

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the recruitment and selection processes in health and social care or children and young people's settings	1.1	Explain the impact on selection and recruitment processes, in own setting, of: • Legislative requirements • Regulatory requirements • Professional codes • Agreed ways of working
		1.2	Explain circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection
		1.3	Analyse how serious case reviews and inquiries have contributed to the establishment of policies and procedures within recruitment which safeguard vulnerable adults, children and young people.
2	Be able to contribute to the recruitment process in health and social care or children's and young people's settings	2.1	Review job descriptions and person specifications to meet work setting objectives
		2.2	Work with others to establish the criteria that will be used in the recruitment and selection process
		2.3	Work with others to establish the methods that will be used in the recruitment and selection process
		2.4	Involve individuals in the recruitment process
3	Be able to participate in the selection process in health and social care or children's and young people's settings	3.1	Use agreed methods to assess candidates
		3.2	Use agreed criteria to select candidates
		3.3	Communicate the outcome of the selection process according to the policies and procedures of own setting

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to evaluate the recruitment and selection processes in health and social care or children's and young people's settings	4.1	Evaluate the recruitment and selection methods and criteria used in own setting
		4.2	Recommend changes for improvement to recruitment and selection processes in own setting

Unit D/602/3170
Understand how to manage a team

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the attributes of effective team performance	1.1	Define the key features of effective team performance
		1.2	Compare the models used to link individual roles and development with team performance
2	Know how to support team development	2.1	Analyse the stages of team development
		2.2	Identify barriers to success and how these can be overcome
		2.3	Analyse the effect group norms may have on team development
		2.4	Differentiate between beneficial conflict and destructive conflict in teams
		2.5	Evaluate methods of dealing with conflict within a team
		2.6	Compare methods of developing and establishing trust and accountability within a team
3	Know how to promote shared purpose within a team	3.1	Evaluate ways of promoting a shared vision within a team
		3.2	Review approaches that encourage sharing of skills and knowledge between team members
4	Know how to promote a 'no-blame culture' within a team	4.1	Define the meaning of a 'no blame culture'
		4.2	Evaluate the benefits of a 'no blame culture'
		4.3	Describe how systems and processes can be used to support a no blame culture
		4.4	Describe strategies for managing risks associated with a no blame culture

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Understand different styles of leadership and management	5.1	Compare different styles of leadership and management
		5.2	Reflect on adjustments to own leadership and management style that may be required in different circumstances

Unit T/602/2574
Manage induction in health and social care or children and young people's settings

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of induction for health and social care or children and young people's settings	1.1	Explain why induction is important for practitioners, individuals and organisations
		1.2	Identify information and support materials that are available to promote effective induction
		1.3	Explain the link between induction processes, qualifications and progression routes in the sector
		1.4	Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting
		1.5	Analyse the role of induction in safeguarding individuals and others within a work setting
2	Be able to manage the induction process in health, social care and children and young people's work settings	2.1	Explain the factors that influence induction processes for practitioners
		2.2	Develop an induction programme in agreement with others
		2.3	Manage the induction process for practitioners
3	Be able to support the implementation of induction processes in health, social care and children and young people's work settings	3.1	Identify different methods that can be used to support the induction process for practitioners
		3.2	Support others involved in the induction of practitioners
		3.3	Obtain feedback from others on practitioners achievement of identified induction requirements

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.4	Support practitioners to reflect on their learning and achievement of induction requirements
		3.5	Provide feedback to practitioners on achievement of induction requirements
		3.6	Support personal development planning for a practitioner on completion of induction
4	Be able to evaluate the induction process in health and social care or children and young people's settings	4.1	Explain the importance of continuous organisational improvement in the provision of induction
		4.2	Obtain feedback on the induction process from practitioners
		4.3	Obtain feedback on the induction process from others in the work setting
		4.4	Use feedback to identify areas for improvement within the induction process
5	Be able to implement improvements to the induction process in health and social care or children and young people's settings	5.1	Work with others to identify improvements within the induction process
		5.2	Work with others to implement changes required to address areas for improvement within the induction process

Unit T/602/2753
Manage finance within own area of responsibility in health and social care or children and young people's setting

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand financial management in own work setting	1.1	Explain the importance of effective financial management systems within own work setting
		1.2	Outline sources of funding that are used to construct the budget for own work setting
		1.3	Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting
2	Be able to plan budget requirement for own area of responsibility	2.1	Work with others to calculate the financial resources required to meet objectives within own area of responsibility
		2.2	Communicate budget requirements within remit of role and responsibility to inform overall budget build
		2.3	Analyse the impact of an insufficient budget on service delivery
		2.4	Work with others to prioritise budget allocation in own area of responsibility
3	Be able to manage a budget	3.1	Explain the financial management systems that are available to monitor budget for own area of responsibility
		3.2	Agree roles and responsibilities of others in recording financial expenditure
		3.3	Calculate planned expenditure over the financial period
		3.4	Monitor actual spend against planned expenditure
		3.5	Analyse variances between planned and actual expenditure
		3.6	Implement corrective action to address any variances

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.7	Make revisions to the budget to take account of variances and new developments
4	Be able to evaluate financial expenditure within own area of responsibility	4.1	Review actual expenditure against planned expenditure within financial period
		4.2	Report findings from budget reviews
		4.3	Make recommendations for adjustments for budget planning and management

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