

**Learner Unit Achievement Checklist**

**SEG Awards Level 3 Certificate in Social Prescribing**

**603/3269/4**

###### SEG Awards Level 3 Certificate in Social Prescribing

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**D/615/4583 Delivering Community Based Solutions through Social Prescribing - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain community centred approaches for health and well-being.  **1.2** Identify issues faced by communities in relation to health and well-being.  **1.3** Explain how communities can be engaged to implement social prescribing.  **1.4** Describe the partners involved in multi-agency working.  **1.5** Explain the role of integrated working when delivering community based solutions through social prescribing. |  |  |  |  |
| **2.1** Identify the stakeholders involved in delivering community based solutions.  **2.2** Explain the challenges faced when delivering community based solutions.  **2.3** Describe how to overcome barriers to delivering community based solutions.  **2.4** Identify the opportunities provided when delivering community based solutions.  **2.5** Explain how to measure the impact of social prescribing on the community.  **2.6** Explain how to measure the impact of social prescribing on individuals.  **2.7** Explain how to measure the impact of social prescribing on service delivery. |  |  |  |  |

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**J/615/4593 Measuring Outcomes and Improving Support Mechanisms - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify the policy context underpinning the monitoring and review of social prescribing.  **1.2** Explain the outcomes to be measured.  **1.3** Explain how performance indicators can be used to measure outcomes.  **1.4** Describe methods used to measure the outcomes of social prescribing interventions.  **1.5** Analyse how to involve individuals in the monitoring and evaluation of social prescribing. |  |  |  |  |
| **2.1** Explain how the results of monitoring and feedback informs continuous quality improvement.  **2.2** Identify the resulting support mechanisms available through effective social prescribing.  **2.3** Explain how practitioners can ensure they have the necessary knowledge and skills for social prescribing.  **2.4** Analyse how effective social prescribing decreases social inequalities.  **2.5** Explain how to improve the effectiveness and efficiency of resource use. |  |  |  |  |

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**Y/615/4596 Structures and Cultures within Communities - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the infrastructure of communities.  **1.2** Explain the demographics of communities.  **1.3** Describe the support networks available to communities. |  |  |  |  |
| **2.1** Describe cultural values within communities.  **2.2** Identify inequalities which may exist in communities.  **2.3** Explain what drives cultural change within communities. |  |  |  |  |
| **3.1** Explain the benefits of social prescribing for communities.  **3.2** Identify roles and responsibilities involved in social prescribing for communities.  **3.3** Explain how to overcome barriers to social prescribing for communities. |  |  |  |  |

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**K/615/4599 The Principles and Theory of Social Prescribing - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define the term ‘social prescribing’.  **1.2** Explain the objectives of social prescribing.  **1.3** Describe the process of social prescribing.  **1.4** Explain the roles of practitioners involved in social prescribing.  **1.5** Identify models of social prescribing.  **1.6** Describe the potential impacts of social prescribing for individuals.  **1.7** Describe the potential impacts of social prescribing for service delivery.  **1.8** Describe the potential impacts of social prescribing for the community. |  |  |  |  |
| **2.1** Identify the policy framework underpinning social prescribing.  **2.2** Identify the key outcomes from effective social prescribing.  **2.3** Explain how to evaluate the effectiveness of a social prescribing intervention.  **2.4** Explain how to measure the effectiveness of social prescribing. |  |  |  |  |
| **3.1** Explain the potential of social prescribing to improve social capital.  **3.2** Describe salutogenesis in the context of social prescribing.  **3.3** Describe the asset based approach to community development. |  |  |  |  |

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**T/615/4587 Managing Caseloads within a Social Prescribing Environment**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain why it is important to manage own caseload.  **1.2** Identify the criteria to be used when managing caseloads.  **1.3** Explain how to prioritise caseloads in relation to social prescribing. |  |  |  |  |
| **2.1** Describe when it may be necessary to seek guidance or support.  **2.2** Explain the action to take when additional support is required.  **2.3** Identify the support available in relation to managing caseloads. |  |  |  |  |
| **3.1** Identify the impact of poor case management on individuals, service delivery, the wider community and yourself.  **3.2** Explain how to make improvements to the management of own caseload. |  |  |  |  |

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**L/615/4594 Micro-Commissioning for Social Prescribing**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define ‘micro-commissioning’.  **1.2** Explain how micro-commissioning can benefit individuals.  **1.3** Explain how micro-commissioning can benefit service delivery.  **1.4** Explain how micro-commissioning can benefit the community.  **1.5** Describe how micro-commissioning can be applied to service delivery. |  |  |  |  |

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| **2.1** Explain the services who might be involved in micro-commissioning.  **2.2** Describe the process of micro-commissioning. |  |  |  |  |
| **3.1** Define ‘localised commissioning’.  **3.2** Explain the benefits of localised small scale commissioning. |  |  |  |  |

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**R/617/0702 Supervision and Professional Support**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify appropriate issues and factors which affect the supervision process.  **1.2** Explain the importance of confidentiality and when it may need to be broken.  **1.3** Identify basic safeguarding principles and the benefits to both the Social Prescriber and the client. |  |  |  |  |
| **2.1** Identify the different forms of supervision available.  **2.2** Evaluate the differences between them taking into account the various models and structures. |  |  |  |  |
| **3.1** Evaluate own and others experiences in group and individual supervision. |  |  |  |  |
| **4.1** Evaluate own personal development needs with regard to supervision. |  |  |  |  |
| **5.1** Evaluate the value of discussion and feedback in supervision.  **5.2** Explain the term transactional analysis and how it can affect the value of discussion and feedback. |  |  |  |  |
| **6.1** Explain the meaning of Reflective Practice and the various methods that can be used to put this into practice.  **6.2** Explain how this can be used to benefit future Social Prescribing work. |  |  |  |  |
| **7.1** Identify the range of issues brought to supervision.  **7.2** Evaluate the appropriateness and boundaries of the social prescribing cases brought to supervision. |  |  |  |  |

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**Y/615/4601 Working with Vulnerable Adults to provide Holistic Support**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define the term ‘vulnerable adult’.  **1.2** Explain the roles and responsibilities involved in supporting a vulnerable adult.  **1.3** Describe the barriers a vulnerable adult may experience in receiving support. |  |  |  |  |
| **2.1** Outline the legislative framework and policy guidance underpinning the safeguarding of vulnerable adults.  **2.2** Explain the role of safeguarding when working with a vulnerable adult.  **2.3** Identify sources of information and advice about safeguarding and protecting an individual from abuse. |  |  |  |  |
| **3.1** Define the term ’holistic support’.  **3.2** Explain the holistic support a vulnerable adult might need in relation to their health and well- being.  **3.3** Describe how to identify the most appropriate routes for support.  **3.4** Explain how to establish an individual’s needs in relation to their health and well-being.  **3.5** Identify sources of support in relation to any identified communication or access needs.  **3.6** Explain how to monitor and review the holistic support provided. |  |  |  |  |

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**K/618/6744 Motivational Interviewing Skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the importance of the Spirit of Motivational Interviewing when working with behaviour change.  **1.2** Summarise the four underlying processes of Motivational Interviewing.  **1.3** Describe the nature of motivation from a Motivational Interviewing point of view.  **1.4** Explain the role of ambivalence in Motivational Interviewing.  **1.5** Explain when and why Motivational Interviewing would be an appropriate approach. |  |  |  |  |
| **2.1** Describe effective Motivational Interviewing engagement skills.  **2.2** Discuss a range of ways of working with discord.  **2.3** Demonstrate appropriate application of motivational interviewing skills.  **2.4** Evaluate own application of the Spirit of Motivational Interviewing and associated skills. |  |  |  |  |

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**Y/618/7128 Developing the Practical Skills for Supporting Behaviour Change**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the importance of developing a collaborative relationship between Link worker and client  **1.2** Identify the core conditions needed to build trust during the sessions  **1.3** Explain the difference between intrinsic and extrinsic motivation  **1.4** Give an overview of Motivational Interviewing as a counselling approach |  |  |  |  |
| **2.1** Demonstrate empathic listening skills with client  **2.2** Explain the importance of body language and physical cues  **2.3** Understand the appropriate use of probes, questions and challenges  **2.4** Develop a therapeutic plan with the client |  |  |  |  |

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