Qualification Guidance Document

SEG Awards Level 4 Diploma in Enhanced Health and Social Care Practice (Northern Ireland)

610/6410/5

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The Skills and Education Group Awards website provides access to a wide variety of information.

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Specification Code

The specification code is D2498-04.

Issue	Date	Details of change
1.0	March 2026	New Qualification
1.1	March 2026	Removal of reference to NI Apprenticeship Framework

1.2	November 2026	New link added on page 12 to Skills for Care and Development Assessment Principles October 2026, V1.2
1.2	November 2026	Addendum as per appendix C of revised Assessment Principles page 22

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

SEG Awards Level 4 Diploma in Enhanced Health and Social Care Practice (Northern Ireland) – 610/6410/5								
Qualification Purpose	The SEG Awards Level 4 Diploma in Enhanced Health and Social Care Practice (NI) is a unitised qualification on a scale of Pass or Fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency. This qualification will enable learners to acquire knowledge and practical skills in health and social care relevant as enhanced practitioners in the sector. It is fully endorsed by the Northern Ireland Social Care Council (NISCC).							
Age Range	Pre 16		16-18		18+	✓	19+	✓
Regulation	The above qualification(s) is/are regulated by CCEA Regulation.							
Assessment	> Portfolio of Evidence > Practical demonstration/assignment > Coursework > E-assessment > Internal and external moderation							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/04/2026							
Review Date	01/04/2029							
Operational End Date								
Certification End Date								
Guided Learning (GL)	431 hours							
Total Qualification Time (TQT)	600 hours							

Credit Value	60
Skills and Education Group Awards Sector	Adult Care
Regulator Sector	1.3 Health and Social Care
Support from Trade Associations	Northern Ireland Social Care Council (NISCC)

Introduction

This qualification is designed for learners working in health and social care to consolidate the knowledge, skills and competence required to practise in a range of health and social care settings within Northern Ireland.

The primary purpose of the qualification is to confirm occupational competence.

The overall qualification is graded pass or fail.

SEG Awards is regulated to deliver this qualification by CCEA Regulation. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

This qualification relates to the following National Occupational Standards:

National Occupational Standards – Health and Social Care

Qualification Title	Qualification Number (QN)
SEG Awards Level 4 Diploma in Enhanced Health and Social Care Practice (NI)	610/6410/5

Pre-requisites

The entry requirements for this qualification are that learners **must** be at least **18 years** of age and be employed in relevant health and social care roles in Northern Ireland.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: SEG Awards Level 4 Diploma in Enhanced Health and Social Care Practice (NI)

Learners **must** achieve 60 credits. This **must** be made up of 33 credits from the Mandatory units and a minimum of 27 credits from the Optional units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target - 33				
Implementing Effective Communication and Information Sharing in Health and Social Care	D/651/7776	4	5	35
Utilising Continuing Professional Development in Health and Social Care	F/651/7777	4	4	30
Implementing Equality, Diversity and Inclusion in Health and Social Care.	H/651/7778	4	3	20
Understand Leadership, Governance and Improvement in Health and Social Care	J/651/7779	4	3	24
Implementing Partnership and Person-Centred Practice in Health and Social Care	M/651/7780	4	5	30
Understand Teamwork and Performance Management in Health and Social Care	R/651/7781	4	3	24
Promoting and Implementing Health and Safety in Health and Social Care	Y/651/7520	3	4	30
Understand Mental Capacity and Restrictive Practices in Health and Social Care	D/651/7522	3	2	12

Understand Safeguarding, Protection and Duty of Care in Health and Social Care	A/651/7521	3	4	30
Optional Group 'A' - Minimum Credit Target - 27				
Implementing Quality Assurance in Health and Social Care	D/651/7785	4	2	14
Assessing and Planning to Meet the Physical Health Needs of Individuals with Mental Health Needs	F/651/7786	4	5	35
Supporting Individuals to Maintain and Develop Everyday Living Skills	L/651/7554	3	4	25
Supporting Individuals to Access and Use Services and Facilities	M/651/7555	3	4	25
Facilitating Care / Support Planning for Individuals	K/651/7789	4	4	30
Supporting Individuals and Carers / Families in times of Crisis	R/651/7790	4	4	30
Supporting Individuals to Access and Manage Direct Payments	T/651/7791	4	5	30
Implementing Person-Centred Assessment to Support Wellbeing.	Y/651/7792	4	3	18
Administering Medication in Health and Social Care	A/651/7793	4	5	40
Managing a Team in Health and Social Care	D/651/7794	4	6	45
Supporting Individuals with Multiple Conditions and/or Disabilities	F/651/7795	4	4	30
Promoting Disability-Inclusive Models of Practice in Health and Social Care	H/651/7796	4	3	20
Supporting Infection Prevention and Control in Health and Social Care	J/651/7797	4	5	40
Undertaking an Inquiry Project in Health and Social Care	K/651/7798	4	4	30
Sharing Knowledge and Best Practice in Health and Social Care	L/651/7799	4	3	21

Supporting Individuals in Shared Lives Arrangements	A/651/7800	4	4	30
Supporting Individuals to Access and Undertake Education, Training or Employment	D/651/7801	4	4	30
Providing Information, Advice or Guidance	F/651/7802	4	4	30
Assessing the Needs of Carers / Families	H/651/7803	4	4	30
Supporting Individuals to Live at Home	J/651/7804	4	4	30
Supporting Individuals to Participate in Activities Provision in Health and Social Care	K/651/7805	4	4	30
Supporting Individuals with Autism Spectrum Disorder (ASD)	L/651/7806	4	4	30
Supporting Individuals to Access Housing and Accommodation Services	M/651/7807	4	5	40
Supporting Individuals During Periods of Transition	R/651/7808	4	4	30
Supporting Individuals through Detoxification Programmes	T/651/7809	4	4	30
Supporting Individuals to Manage their Finances	D/651/7810	4	3	20
Leading and Managing Behavioural Support Strategies for Individuals in Health and Social Care	F/651/7811	5	6	50
Supporting the Use of Assistive Technology in Health and Social Care	H/651/7812	5	4	28

Aim

The SEG Awards Level 4 Diploma in Enhanced Health and Social Care Practice (NI) will provide learners within, health and social care, training aligned with effective and safe working practices. It is fully endorsed by the Northern Ireland Social Care Council (NISCC).

Target Group

This qualification is suitable for those who hold significant responsibilities, either as a team leader or as an individual practitioner working in a complex environment, with opportunities to enhance practice and / or embed a greater understanding of their role and context.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

This qualification is appropriate for use in the following age ranges:

- 18+
- 19+

Assessment Structure

This qualification is assessed through internal assessment, internal and external moderation. Each unit is accompanied by specific assessment criteria that define the requirements for achievement. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

This qualification **must** be assessed in line with Skills for Care and Development Assessment Principles October 2026, V1.2 (see below).

Access the full Shared Assessment Principles here.

Skills for Care and Development Assessment Principles

1 Introduction

1.1. Skills for Care and Development (SfCD) is an alliance of key organisations from England, Northern Ireland, Ireland, Scotland and Wales with varied roles across social work, social care, children and young people, early years and childcare, with remits across workforce development and regulation.

1.2. This document sets out the minimum expected principles and approaches to assessment and internal quality assurance and should be read alongside qualification regulatory arrangements and any specific requirements set out for qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations/Body (AO/B) and from SfCD partner organisations using the links in Appendix A.

1.3. The information in this document is intended to support the quality assurance processes of AO/Bs and approved centres that offer qualifications in the sectors.

1.4. Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skills for Health assessment principles should also be considered.

1.5. Throughout this document the following terms are used:

- "Unit" is used for simplicity, but this can mean module or any other similar term
- "Centre" is also used for simplicity; this means the training / learning provider who is approved to deliver qualifications by the AO/B
- Individual and others: "individual" refers to the person or people receiving care or support. "Others" may include families, carers, other people in the setting, team members and other professionals

1.6. In all work, we would expect assessors to observe and review learners upholding core values and standards, inclusive practices, professional behaviour, and attitudes required for quality practice and being assessed within the qualification.

1.7. All learners should follow appropriate standards for conduct. All parties involved in any form of assessment **must** know and embrace the values and standards of practice set out in these documents.

1.8. The voices of individuals who use services **must** be at the centre of all assessor and learners' practice. This should be apparent throughout the evidence provided for a learner's practice. Learners should also be provided an opportunity to provide feedback throughout the assessment and internal quality assurance process.

2 Assessment principles

2.1. Good practice dictates the following:

- Robust initial assessments are needed to identify and plan for each learner's needs, ensuring their role and responsibilities meet all qualification requirements, including the mandatory and optional units
- Centres should have in place processes to identify and recognise opportunities for use of Accredited Prior Learning (APL) and/or Recognition of Prior Learning (RPL), and these should meet the requirements of the AO/B
- Centres should also have in place processes to support reasonable adjustments, and again, these should meet the requirements of the AO/B

2.2. The centre **must** monitor that learners are registered with the AO/B before formal assessment continues. Assessors **must** be able to fully evidence and justify the assessment decisions they have made in line with the principles of validity, authenticity, reliability, currency and sufficiency. Assessment records should be accurate, legible and complete, and meet requirements set out by the AO/B and associated assessment strategy where this is in place.

2.3. Skills-based assessment **must** include direct observation as the principal and most reliable assessment source of evidence, carried out by the assessor in person with the learner in their workplace. Observation **must** be carried out over an appropriate period of time and not be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or support, their families and carers. Where a centre has valid and genuine reasons for being unable to meet the direct observation requirements, short-term flexible approaches may be permitted. These approaches **must** be standardised, and the centre **must** discuss and agree this with the AO/B. See 2.8 and 5.5.

2.4. Assessment decisions for skills-based learning outcomes **must** be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.

2.5. Assessors **must** demonstrate occupational competence and sector knowledge at or above the level they assess, maintaining this through ongoing continual professional development.

- In examples where assessors are returning to practice, a professional development plan should be in place to ensure current sector competency against the level, the subject matter being assessed, and overall assessment practices
- If an assessor is occupationally competent but not yet qualified, a qualified assessor **must** make the final assessment decisions. These **must** be validated through countersigning and supported by robust internal quality assurance, sampling plans and activities until qualification requirements are met
- It is the responsibility of the AO/B to confirm that assessors in centres are suitably qualified and competent to make assessment decisions

2.6. Simulation **must** only be used to assess skills-based learning outcomes when specified in the unit assessment requirements or agreed with the AO/B or agreed with the External Quality Assurer acting on behalf of the AO/B.

2.7. Witness testimony from others, including those who use services, their families and professionals, can be an important contribution to evidence in the assessment process and can enrich and triangulate other evidence obtained. A witness testimony does not replace direct observation and should not be used as the only evidence of skills. A witness testimony and an expert witness testimony are two different types of evidence. Informed consent **must** be gained for those providing witness testimonies.

2.8. Expert witnesses play an important role in assessments. They **must**:

- Have a working knowledge of the relevant units
- Be occupationally competent in the relevant units, and
- Have either a qualification in workplace assessment or a role evaluating staff performance within their area of expertise

2.9. Appropriate processes to identify and recruit, confirm, support, and standardise suitable expert witnesses should be applied by the centre and assured by the AO/B.

2.10. The expert witness is a reliable source of evidence:

- Where the assessor is not occupationally competent in a specialist area e.g. a healthcare task, an expert witness testimony can be used for direct observation of the unit (not the whole qualification) where they have occupational expertise in the specialist area
- When used as a method to enrich, supplement, and add triangulation to other assessment methods and outcomes
- In supporting flexibility where there are valid and genuine factors in not being able to obtain direct observation in the workplace e.g. individual considerations, environment and practice sensitivities. Occasions where

this is needed **must** be discussed and agreed with the AO/B. This should not be the sole primary method used in place of all observations
- Where allowed as per the assessment strategy

2.11. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and AO/B requirements for assessment of units within the qualification and the sector. The assessor remains responsible for supporting the expert witness through the process and making the final assessment decision.

3 Assessment of knowledge-based learning outcomes

3.1. The assessment of knowledge-based learning outcomes:

- May take place in or outside of a real work environment
- **Must** be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- **Must** be robust, reliable, valid and current
- Can be supported by eLearning programmes to support overall summative assessment, by helping learners acquire and review knowledge, but they cannot replace practical assessment in a real work environment
- May include pre-set automated tests (such as multiple-choice questions) which contribute evidence towards summative decisions. However, they **must** be complemented by direct assessment methods that demonstrate the learner's ability to apply knowledge in real work situations
- **Must** take into account APL/RPL to avoid duplication of learning

4 Recording and documentation

4.1. All assessment and quality assurance evidence, regardless of format, **must** comply with confidentiality and data protection laws. Information **must** be traceable, auditable, authenticated, and meet assessment principles. In addition, no recordings should compromise anyone's privacy or dignity. As such, clear and robust referencing is necessary to establish a relationship between the evidence and the assessment standard, which validates competence. Referencing should clearly indicate the specific location within the evidence where the relevant skills and knowledge are claimed, either in paper-based or e-portfolios.

5 Use of technology in the assessment process

5.1. Centres should have in place robust policies and procedures regarding Artificial Intelligence (AI) and technology, and these **must** meet requirements as set out by the AO/B.

5.2. Technology, platforms, and e-portfolios can support assessment by enabling planning, reviews, learner reflection, professional discussions, and capturing

evidence from expert witnesses. When using technology in these contexts, ensure:

- Recording, storage, and access comply with confidentiality and data protection legislation
- Individuals receiving care or support and others are not unintentionally recorded
- Informed consent **must** be freely given by everyone involved in the assessment and this **must** be documented

5.3. Using technology to observe and verify learner competency (remote observation) is not allowed if it risks anyone's privacy, dignity, or confidentiality.

5.4. Where permitted by sector or qualification guidelines, technology may be used to remotely observe learners' task-based competencies, such as online meetings or remote support to colleagues. Such evidence **must** be clearly marked and distinguished from other types. It should not be used when there is a requirement for direct interaction with individuals using care or support services or others.

5.5. The remote observation approach in 5.4 is supplementary and does not replace direct observation as the primary assessment method. It should be used to support and enhance planned direct assessments throughout the qualification.

5.6. Centre practices in the use of technology are to be monitored and assured by the AO/B, and this should include centre consideration of the following:

- Use aligns to adherence to any additional guidance set by the AO/B, the qualification, which is being assessed, any specific sector considerations and associated assessment strategies in place
- The centre understands the ethical considerations in the use of technology in the sectors and has policies and procedures in place to support use
- Robust approaches to risk assessment are used to ensure risks to individuals and others are eradicated
- Centre practices and approaches are guided and supported by thorough standardisation
- Technology and programmes used are standardised, accessible, safe and reliable
- If the centre allows assessor and internal quality assurer use of personal devices (e.g. phones, tablets, or personal laptops), then procedures should be in place to ensure data and confidentiality aspects. This includes consideration of where and how devices are accessed to view learner evidence
- Assessment planning and discussion should capture the relevant and safe opportunities to use technology, along with the approach used to explore and mitigate any risks

- Evidence recording methods and assessment outcome processes do not increase the risk of any data or confidentiality breaches
- Assessment outcomes and decisions and outcomes generated by use of technology in the process are reliable, sufficient and traceable
- All protocols are upheld in the 'observation' context e.g. permissions sought and confirming the purpose of the assessment activity
- Assessment activities where technology is used, **must** be incorporated in internal and external quality assurance sampling planning and activities
- Learners are not disadvantaged by the use of technology, and they are aware of its use
- Learning requirements, support, skill development or other developmental needs of the learner are fully supported throughout the qualification process
- Technology is used well to genuinely enhance the assessment process, experience, outcomes and digital skills of the learner
- Practices and lessons learned should be shared by all to support review and continuous improvement

6 Internal quality assurance

6.1. Internal quality assurance is key to ensuring the assessment of evidence is of a consistent and appropriate quality. This process should be supported by robust sampling plans and activity that takes place at beginning, middle and end of the qualification journey and accounts for any potential risks in the assessment process. Those carrying out internal quality assurance **must** be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the AO/B to confirm that those involved in internal quality assurance are suitably qualified for this role.

6.2. If the internal quality assurer is knowledgeable but not yet qualified, a qualified internal quality assurer **must** make final decisions. A clear countersigning strategy should support and confirm decisions by unqualified staff until they are fully qualified.

6.3. Those involved in internal quality assurance **must** have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment 10 process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

6.4. Those carrying out external quality assurance **must** be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the AO/B to confirm that those involved in external quality assurance are suitably qualified for this role.

6.5. Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

Definitions

Occupationally competent

This means that each assessor **must** be capable of carrying out the full requirements of the specific qualification units they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification, while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent also means being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable

This means that each assessor and internal quality assurer should possess knowledge and understanding relevant to the specific qualifications and / or units they are assessing or internally quality assuring. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development. It is crucial that internal quality assurers understand the nature and context of the assessors' work and that of their learners.

Qualified to make assessment decisions

This means that each assessor **must** hold a qualification suitable to support the making of appropriate and consistent assessment decisions. AO/B will determine what will qualify those making assessment decisions according to the unit of skills under assessment. A list of general assessor qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Qualified to make quality assurance decisions

AO/B will determine what qualifies those undertaking internal and external quality assurances to make decisions about that quality assurance. A list of general internal qualification assurance qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Witness testimony

Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner.

Appendix A: Skills for Care and Development partnership website links

Skills for Care and Development
Northern Ireland Social Care Council
Social Care Wales
Skills for Care
Scottish Social Services Council

Appendix B: Recognised assessor and internal quality assurance qualifications

This list aims to provide an overview of generally recognised qualifications. Please gain additional guidance from the individual nation and AO/B where needed. Please also check and apply CPD/CPL requirements for qualifications held.

Assessor:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' performance through observation (plus CPD/CPL in line with current L&D9 or L&D9DI)
- Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Level 3 Award in Assessing competence in the work environment
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)

- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Tutor/Assessor Award Level 3 Awards and Certificate in Assessing the Quality of Assessment
- Level 4 Awards and Certificates in Assuring the Quality of Assessment
- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificates in Assessing Vocational Achievement
- Specific to Wales: Relevant learning programmes which support practice learning/practice education on social work, they **must** be regulated and approved by Social Care Wales
- Specific to Scotland: Teaching Qualification for Further Education plus CPD in line with current L&D9D

Internal Quality Assurance:

- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- D34 Unit: Internally verify the assessment process
- V1 Verifiers Award
- V1 Conduct internal quality assurance of the assessment process (plus CPD/CPL in line with the current L&D11 standard)

- L&D11- Internally Monitor and Maintain the Quality of Workplace Assessment (Scotland J8RT 04)

Appendix C: Addendum: The review of assessment and quality assurance qualifications (October 2026)

Skills for Care and Development welcomes the review of assessment and quality assurance qualifications and recognises the revised qualifications as equivalent to those currently accepted.

However, the minimum requirement for assessors carrying out assessment practice within the sector, is the achievement of the Assessing Occupational Achievement – In Person unit within the overall qualification structure.

The guidance for skills-based assessment remains unchanged in Section 2.3. This **must** include direct observation as the principal and most reliable source of assessment evidence. Direct observation **must** be undertaken in person by the assessor, observing the learner carrying out their role within the workplace.

To support evolving assessment practices, new assessors could also seek to achieve the Assessing Occupational Achievement – Remote unit, but this must only be in addition to Assessing Occupational Achievement – In Person. Achievement of the Remote unit alone, though, does not meet the requirements for assessment practice within the sector. The guidance referenced in Section 5 of this document regarding the use of technology to observe learner competence remains unchanged.

Additionally, to support continuous professional development, existing qualified assessors may wish to further develop their practice by engaging with refreshed qualification content and associated developments in assessment approaches.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- Purpose Statement
- Learner Unit Achievement Checklist
- Witness Statement Template
- Professional Discussion Template
- Oral Questioning Template
- Observation Record Template
- Learner Summative Reflection Template
- Declaration of Authenticity Template
- *Indicative Content
- *Sample Assessment Modules (SAM's)

* These can be accessed by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Practice Assessment Material

Skills and Education Group Awards confirm that Sample Assessment Modules (SAM's) have been provided. These can be accessed by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

The SEG Awards Level 4 Diploma in Enhanced Health and Social Care Practice (NI) will support learners to consolidate their practice; engage in continuing professional development; and progress to higher level qualifications in health and social care, including the Level 5 Diploma in Leadership and Management in Health and Social Care (NI).

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres **must**, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Language

This specification and associated assessment materials are in English only.

Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. It is imperative that all educators, assessors, Internal Quality

Assurers, and other personnel overseeing the qualification familiarise themselves with these units to ensure a comprehensive understanding of the content.

Unit Details

Implementing Effective Communication and Information Sharing in Health and Social Care		
Unit Reference	D/651/7776	
Level	4	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit will enable the learner to understand and implement effective communication and information sharing skills whilst working with individuals and others.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand effective communication in your setting	1.1	Explain factors that may impact on communication with: > individuals > 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: > individuals > self > your organisation
3. Be able to communicate effectively with individuals and others	3.1	Use agreed methods of communication to interact with: > an individual in accordance with their care/support plan > others 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
	5.3	Demonstrate the appropriate and safe use of digital communication systems in line with agreed working

Linked to NOS

SCDHSC0021 Support effective communication
SCDHSC0031 Promote effective communication

Utilising Continuing Professional Development in Health and Social Care		
Unit Reference	F/651/7777	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to understand and use reflective practice and evidence-based practice; and support their professional development and wellbeing.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
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: > reflective practice > evidence-based practice in health and social care
	2.2	Evaluate the use of: > reflective practice > evidence-based practice 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: > your own development > individuals or others
	3.2	Use examples from your work setting and a model of reflective practice, to reflect on how your own practice:

		> has improved > may need to improve
4. Be able to agree and implement a learning and development plan	4.1 4.2	Provide access to records to demonstrate how you collaborated with others to prioritise: > your learning needs > development opportunities 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 5.2	Explain what is meant by: > personal wellbeing > resilience Analyse factors that affect your own wellbeing and possible strategies to address these
Linked to NOS CDHSC0023 Develop your own knowledge and practice SCDHSC0033 Develop your practice through reflection and learning SCDHSC0043 Take responsibility for the continuing professional development of yourself and others		

Implementing Equality, Diversity and Inclusion in Health and Social Care		
Unit Reference	H/651/7778	
Level	4	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit will enable the learner to understand and implement equality, diversity and inclusive practice in health and social care.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
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 3.4	Access resources to support equality and diversity practice Reflect on your own practice in relation to equality and diversity and identify possible areas for improvement
Linked to NOS SCDHSC0025 Contribute to implementation of care or support plan activities SCDHSC0233 Develop effective relationships with individuals SCDHSC3111 Promote the rights and diversity of individuals SCDHSC0234 Uphold the rights of individuals		

Understand Leadership, Governance and Improvement in Health and Social Care		
Unit Reference	J/651/7779	
Level	4	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand the importance of leadership, governance and improvement in health and social care.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
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
Linked to NOS SCDCPC302 Contribute to the effective performance of your organisation SCDCPC402 Promote compliance with organisational responsibility		

Implementing Partnership and Person-Centred Practice in Health and Social Care		
Unit Reference	M/651/7780	
Level	4	
Credit Value	5	
Guided Learning (GL)	30	
Unit Summary	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.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
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
	2.3	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: > colleagues > other professionals
	4.2	Demonstrate use of agreed ways of working and information sharing processes, when working collaboratively with: > colleagues > other professionals
	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	Demonstrate person-centred practice when: > working in a complex or sensitive situation > supporting an individual to make informed choices and decisions > supporting an individual's active participation > adapting actions and approaches in response to an individual's changing needs or preference

	5.2	Reflect on your own role in working in a person-centred way and identify possible areas for improvement
Linked to NOS SCDHSC0025 Contribute to implementation of care or support plan activities SCDHSC0233 Develop effective relationships with individuals SCDHSC0234 Uphold the rights of individualsSCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse		

Understand Teamwork and Performance Management in Health and Social Care		
Unit Reference	R/651/7781	
Level	4	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will enable the learner to understand the nature of teamwork and performance management in health and social care.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**The learner can**	
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: > supervision > **one** other performance management process in supporting effective staff performance
Linked to NOS SCDHSC3120 Assess performance in health and social care services SCDCPC302 Contribute to the effective performance of your organisation SCDHSC0241 Contribute to the effectiveness of teams SCDHSC3121 Promote the effectiveness of teams		

Promoting and Implementing Health and Social Care		
Unit Reference	Y/651/7520	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to understand and demonstrate their knowledge and skills in promoting and implementing health and safety in the workplace.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.2)**	
The learner will	**The learner can**	
1. Understand your own and others' responsibilities relating to health and safety in the work setting	1.1	Outline current legislation in relation to: > overarching health and safety > fire safety > hazardous substances > moving and handling equipment or objects > infection prevention and control
	1.2	Explain your role responsibilities in relation to: > overarching health and safety > fire safety > storing and handling hazardous substances > moving and handling equipment or objects > infection prevention and control
	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

Linked to NOS

SCDHSC0246 Maintain a safe and clean environment
SCDHSC0022 Support the health and safety of yourself and individuals
SCDHSC00243 Support the safe use of materials and equipment
SCDHSC 0032 Promote health, safety and security in the work setting

Understand Mental Capacity and Restrictive Practices in Health and Social Care		
Unit Reference	D/651/7522	
Level	3	
Credit Value	2	
Guided Learning (GL)	12	
Unit Summary	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.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.5)**	
The learner will	**The learner can**	
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
	2.5	Identify how to raise concerns in your role, when restrictions appear out of proportion with presenting risk

Linked to NOS

SCDHSC0313 Work with children and young people to promote their own physical and mental health
SCDHSC0024 Support the Safeguarding of Individuals
SCDHSC0035 Promote the safeguarding of individuals
SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse

Understand Safeguarding, Protection and Duty of Care in Health and Social Care		
Unit Reference	A/651/7521	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	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.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
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:

		> physical abuse > sexual abuse > emotional / psychological abuse > financial abuse > institutional abuse > neglect > domestic abuse > exploitation > human trafficking / modern slavery > discriminatory abuse (hate crime)
	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: > there are suspicions that **one** or more individuals are being abused > **one** or more individuals disclose that they are being abused > there are suspicions about the abuse of another person, other than individuals in direct receipt of your service
	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
	4.3	Explain what is meant by raising a concern in the public interest (whistleblowing)

Linked to NOS

SCDHSC0024 Support the safeguarding of Individuals
SCDHSC0035 Promote the safeguarding of individuals
SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse

Implementing Quality Assurance in Health and Social Care		
Unit Reference	D/651/7785	
Level	4	
Credit Value	2	
Guided Learning (GL)	14	
Unit Summary	This unit will enable the learner to effectively implement and record quality assurance processes in health and social care.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.2)**	
The learner will	**The learner can**	
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: > regulatory requirements > performance management of team members
	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

Linked to NOS

SCDHSC0442 Evaluate the effectiveness of health, social or other care services
SCDLMCE3 Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements
SCDLMCSE3 Monitor and manage the quality of the provision of care services
SCDCCLD0340 Promote quality systems and procedures for the delivery of childcare services

Assessing and Planning to Meet the Physical Health Needs of Individuals with Mental Health Needs		
Unit Reference	F/651/7786	
Level	4	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	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.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
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 and assessment
	2.2	Carry out an assessment of an individuals' physical health needs in line with agreed ways of working
	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 **AC2.2**, 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 **AC2.2**
	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

Linked to NOS

SCDHSC0368 Present individuals' preferences and needs
SFHMH20 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs
SCDHSC0234 Uphold the rights of individuals

Supporting Individuals to Maintain and Develop Everyday Living Skills		
Unit Reference	L/651/7554	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	This unit will enable the learner to work with individuals to retain, regain or develop skills for everyday life.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
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 **AC2.1**
	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 3.2 3.3	Demonstrate how to effectively provide agreed support identified in **AC2.1** to retain, regain or develop skills for everyday life, in a way that promotes active participation by the individual Demonstrate how to effectively provide encouragement and feedback to the individual during activities to develop or maintain their skills 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 4.2 4.3 4.4	Monitor an individual throughout the activities and make adjustments as required Seek feedback from an individual at the end of the skills activities Record an individual's engagement in the activities and the support provided, in accordance with agreed ways of working 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
Linked to NOS SCDHSC0027 Support individuals in their daily living		

Supporting Individuals to Access and Use Services and Facilities		
Unit Reference	M/651/7555	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	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.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
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
5. 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
Linked to NOS SCDHSC0329 Support individuals to plan, monitor and review the delivery of services SCDHSC0330 Support Individuals to Access and Use Services and Facilities		

Facilitating Care / Support Planning for Individuals		
Unit Reference	K/651/7789	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	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.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
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: > make informed choices that will underpin the development of their care / support plan > assess risks associated with their care / support plan
	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: > time > people > compliance with standards
	4.2	Facilitate a person-centred review of a care / support plan to include: > feedback from the individual and others > review of assessed risks
	4.3	Record the review process and outcomes in accordance with legislative requirements and agreed ways of working

Linked to NOS

SCDHSC0025 Contribute to implementation of care or support plan activities
SCDHSC0328 Contribute to care planning and review
SCDHSC0233 Develop effective relationships with individuals
SCDHSC0234 Uphold the rights of individuals

Supporting Individuals and Carers / Families in times of Crisis		
Unit Reference	R/651/7790	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop knowledge and skills to support individuals and carers / families in crisis.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
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: > de-escalation techniques > safety planning > a collaborative approach 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: > verbal and non-verbal communication > active listening skills > problem-solving > information sharing
	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

Linked to NOS

SCDHSC0234 Uphold the rights of individuals
SCDHSC0233 Develop effective relationships with individuals

Supporting Individuals to Access and Manage Direct Payments		
Unit Reference	T/651/7791	
Level	4	
Credit Value	5	
Guided Learning (GL)	30	
Unit Summary	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.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
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
	2.3	Work with an individual, and others as appropriate, to determine: > whether direct payments would be beneficial in addressing an individual's needs and wishes > the support required for an individual, and others as

		appropriate, to be able to manage direct payments
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: > the budget associated with direct payments > their management of direct payments
	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
Linked to NOS SCDHSC0346 Support individuals to manage direct payments SCDCPC412 Collaborate with partners to jointly commission services		

Implementing Person-Centred Assessment to Support Well-being		
Unit Reference	Y/651/7792	
Level	4	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	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.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
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: > purpose of assessment > how it is to be carried out > intended outcomes who else should be involved
3. Be able to carry out person-centred assessment to support the well-being of an individual	3.1	Explain the interrelationship of the following factors and how they support an individual's well-being: > social > emotional > cultural

		> spiritual > intellectual
	3.2	Carry out a person-centred assessment with an individual and others assessing the following well-being requirements: > social > emotional > cultural > spiritual > intellectual
	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
Linked to NOS SCDHSC0025 Contribute to implementation of care or support plan activities SCDHSC0233 Develop effective relationships with individuals SCDHSC0234 Uphold the rights of individuals		

Administering Medication in Health and Social Care		
Unit Reference	A/651/7793	
Level	4	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	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.	
Learning Outcomes (1 to 8)	**Assessment Criteria (1.1 to 8.4)**	
The learner will	**The learner can**	
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: > its purpose and conditions for which it may be prescribed > changes to an individual's physical or mental well-being that may indicate an adverse reaction to the medication
	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
	6.3	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: > minimise distress > safeguard dignity > promote active participation
	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:

		> making an error > becoming aware of an error > becoming aware of poor practice 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
	7.6	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: > the distressed reactions displayed by an individual > interventions implemented prior to medication being administered
	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 the: > effectiveness > outcomes of the administration of 'when required' medication for an individual
Linked to NOS SCDHSC3122 Support Individuals to use medication in social care settings		

Managing a Team in Health and Social Care		
Unit Reference	D/651/7794	
Level	4	
Credit Value	6	
Guided Learning (GL)	45	
Unit Summary	This unit will enable the learner to manage a team safely and effectively in health and social care.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
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: > acknowledges achievements > identifies development needs
	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
Linked to NOS SCDHSC0241 Contribute to the effectiveness of teams SCDHSC3121 Promote the effectiveness of teams SCDHSC3120 Assess performance in health and social care services SCDCPC302 Contribute to the effective performance of your organisation		

Supporting Individuals with Multiple Conditions and/or Disabilities		
Unit Reference	F/651/7795	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop knowledge and skills to work with others to support individuals with multiple conditions and/or disabilities.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
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: > services available in your local area > roles of at least **two** professionals 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

Linked to NOS

SCDHSC0224 Monitor the condition of individuals
SFHCHS69 Support individuals with long term conditions to optimise their physical functions
SCDHSC0234 Uphold the rights of individuals
SCDHSC0233 Develop effective relationships with individuals

Promoting Disability-Inclusive Models of Practice in Health and Social Care		
Unit Reference	H/651/7796	
Level	4	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit will enable the learner to develop their understanding and skills to promote disability inclusive models of practice in health and social care.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand models of disability	1.1	Summarise at least **two** models of disability
	1.2	Analyse the role of: > person-centred practice > a human rights-based approach 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: > individuals > self > others 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
Linked to NOS SFHCHS69 Support individuals with long term conditions to optimise their physical functions SCDHSC0234 Uphold the rights of individuals		

Supporting Infection Prevention and Control in Health and Social Care		
Unit Reference	J/651/7797	
Level	4	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit will enable the learner to develop knowledge and skills to support infection prevention and control in health and social care settings.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
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: > hand washing > use and disposal of PPE 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: > hand washing > use and disposal of PPE
	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: > identity an infection outbreak > provide timely and accurate information to individuals and others about an outbreak, including reporting procedures > implement policies and procedures during an infection outbreak
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
Linked to NOS SFHIPC1 Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments SFHIPC6 Use personal protective equipment to prevent the spread of infection		

Undertaking an Inquiry Project in Health and Social Care		
Unit Reference	K/651/7798	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop their understanding of a specific area of inquiry of relevance to health and social care.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
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: > the objectives of the inquiry project > the relevance of the inquiry to your own role and work setting > key sources of information to be used to research the area of inquiry > sources of support while carrying out the inquiry project
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 3.2 3.3	Summarise findings and make recommendations to support application to practice in your own work setting Propose and justify methods for raising others' awareness of the inquiry project and its outcomes Reflect on your experience of undertaking the inquiry project and identify areas for your own development
Linked to NOS SCDHSC0023 Develop your own knowledge and practice SCDHSC0033 Develop your practice through reflection and learning SCDHSC0043 Take responsibility for the continuing professional development of yourself and others SCDLMCA1 Manage and develop yourself and your workforce within care services		

Sharing Knowledge and Best Practice in Health and Social Care		
Unit Reference	L/651/7799	
Level	4	
Credit Value	3	
Guided Learning (GL)	21	
Unit Summary	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.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.5)**	
The learner will	**The learner can**	
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: > the target audience > the anticipated outcomes > method(s) to be used 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:

		> knowledge and understanding gained > relevance and application of the shared knowledge and best practice
	2.4	Evaluate the: > processes used for sharing knowledge and best practice in your own work setting > achievement of anticipated outcomes identified in **AC1.3**
	2.5	Reflect on your experience of sharing knowledge and best practice with others and identify areas for your own skills development
Linked to NOS SCDHSC0033 Develop your practice through reflection and learning SCDHSC0043 Take responsibility for the continuing professional development of yourself and others SCDLMCA1 Manage and develop yourself and your workforce within care services		

Supporting Individuals in Shared Lives Arrangements		
Unit Reference	A/651/7800	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop knowledge and skills to support individuals in shared lives arrangements.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
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
	3.2	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

Linked to NOS

SCDHSC0234 Uphold the rights of individuals
SCDHSC0233 Develop effective relationships with individuals

Supporting Individuals to Access and Undertake Education, Training or Employment		
Unit Reference	D/651/7801	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop knowledge and skills to support individuals to access education, training or employment.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
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	3.1	Demonstrate how to support an individual, and others as appropriate, to identify education, training or employment

their needs, preferences and aspirations		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: > select their preferred education, training or employment > undertake application or selection processes to gain access to their preferred education, training or employment
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: > your own practice development > service improvement
Linked to NOS SCDHSC0421 Promote employment, training and education opportunities for individuals		

Providing Information, Advice or Guidance		
Unit Reference	F/651/7802	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	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.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.2)**	
The learner will	**The learner can**	
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: > misinformation > disinformation
	1.3	Analyse the importance of providing information, advice or guidance that is: > accurate, timely and relevant > tailored to the needs, values and preferences of individuals
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

	2.3	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: > your own practice development > service improvement
Linked to NOS SCDHSC0419 Provide advice and information to those who enquire about health and social care services SCDHSC0438 Develop and disseminate information and advice about health and social well-being		

Assessing the Needs of Carers / Families		
Unit Reference	H/651/7803	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	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.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
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

	2.3	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: > areas of care or support they wish to retain > areas where additional support is required in order to meet the needs of the individual > their own well-being needs and wishes
	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: > your own practice development > service improvement
Linked to NOS SCDHSC0025 Contribute to implementation of care or support plan activities SCDHSC0233 Develop effective relationships with individuals SCDHSC0234 Uphold the rights of individuals		

Supporting Individuals to Live at Home		
Unit Reference	J/651/7804	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop their knowledge and skills to support individuals to live at HOME.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
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: > identified needs and risks > existing strengths, skills and networks 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: > your own practice development > service improvement

Linked to NOS

SCDHSC0343 Support individuals to live at home

Supporting Individuals to Participate in Activities Provision in Health and Social Care		
Unit Reference	K/651/7805	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop knowledge and skills to support individuals to participate in activities provision in health and social care.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.5)**	
The learner will	**The learner can**	
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: > supporting individuals to engage at their chosen level of participation > ensuring individuals' safety > adopting an inclusive approach > within agreed timescales
	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

	5.3	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: > your own practice development > service improvement
Linked to NOS SCDHSC0025 Contribute to implementation of care or support plan activities SCDHSC3112 Support individuals to manage their own health and social well-being		

Supporting Individuals with Autism Spectrum Disorder (ASD)		
Unit Reference	L/651/7806	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop knowledge and skills to work with others to support individuals with ASD.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
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 **AC1.2** in relation to: > individuals diagnosed with ASD > service provision for individuals diagnosed with ASD
	1.5	Research the: > services available, including advocacy services, in your local area > roles of at least **two** professionals that provide support to individuals diagnosed with ASD

2. Understand your own role in supporting individuals with ASD	2.1	Explain your own role and responsibilities in supporting individuals with ASD
	2.2	Analyse the importance of: > person-centred > holistic > inclusive 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: > minimise risks > maximise consistency and stability for the individual > maximise effective communication with the individual, and others, as appropriate
	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: > your own practice development

		> service improvement
Linked to NOS SCDHSC0234 Uphold the rights of individuals		

Supporting Individuals to Access Housing and Accommodation Services		
Unit Reference	M/651/7807	
Level	4	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit will enable the learner to develop knowledge and skills to support individuals to access housing and accommodation service.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
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: > your own practice development > service improvement
Linked to NOS SCDHSC0349 Support individuals to access housing and accommodation services SCDHSC0422 Promote housing opportunities for individuals		

Supporting Individuals During Periods of Transition		
Unit Reference	R/651/7808	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable learners to develop their knowledge and skills to support individuals during periods of transition.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
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 **AC2.1**
	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: > your own practice development > service improvement

Linked to NOS

SCDCCLD0325 Support children and young people through major transitions
SCDLDSS312 Support children and young people during transitions in their lives
SCDLMCB3 Lead and manage the provision of care services that deals effectively with transitions and significant life events

Supporting Individuals through Detoxification Programmes		
Unit Reference	T/651/7809	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will enable the learner to develop knowledge and skills to support individuals through detoxification programmes.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
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

	2.3	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. 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: > feedback from the individual and others > review of assessed risks > likelihood of successful outcomes
	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 4.4	Complete records in accordance with legal requirements and agreed ways of working Reflect on your own role and the support provided to an individual through a detoxification programme; and identify possible areas for: > your own practice development > service improvement
Linked to NOS SFHAH7 Support individuals through detoxification programmes		

Supporting Individuals to Manage their Finances		
Unit Reference	D/651/7810	
Level	4	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	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.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Know how to access information and advice about supporting individuals to manage their finances	1.1	Summarise sources of information and advice about: > benefits and allowances > services available to support individuals to manage their finances
	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: > legislation > regulatory requirements > agreed ways of working 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: > existing skills and methods for managing their own finances > areas where additional support is required to manage their finances
	2.3	Demonstrate how to effectively provide support for an individual to manage finances, in accordance with agreed ways of working, and which: > promotes active participation > safeguards the individual
	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: > your own practice development > service improvement
Linked to NOS SCDHSC0345 Support individuals to manage their financial affairs		

Leading and Managing Behavioural Support Strategies for Individuals in Health and Social Care		
Unit Reference	F/651/7811	
Level	5	
Credit Value	6	
Guided Learning (GL)	50	
Unit Summary	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.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.1)**	
The learner will	**The learner can**	
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
	1.5	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: > primary prevention strategies > secondary prevention strategies

		> non-aversive reactive strategies
	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: > individuals > others in relation to primary prevention strategies to support the management of behaviours of concern
	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: > an individual > others > self 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: > your own practice development > service improvement
Linked to NOS SCDHSC0336 Promote positive behaviour SCDHSC0398 Support individuals with programmes to promote positive behaviour SFHMH27 Reinforce positive behavioural goals during relationships with individuals SFHGEN134 Contribute to the prevention and management of abusive, aggressive and challenging behaviour		

Supporting the Use of Assistive Technology in Health and Social Care		
Unit Reference	H/651/7812	
Level	5	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	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.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
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 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
Linked to NOS SFHCHS239 Enable individuals to use assistive devices and assistive technology		

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
  - Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
  - It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from skillsandeducationgroupawards.co.uk/for-centres

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)
GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.