Level 4 NVQ in Health and Social Care (Children and Young People) (3172)

Standards and assessment requirements

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Version 2

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About this document

This document provides details that centres and candidates will need in order to assess, verify and collect evidence for this N/SVQ qualification and includes:
- the requirements for occupational competence for all those involved in the assessment process
- the assessment methods and requirements
- the national occupational standards and unit evidence requirements
- progression routes.

Information of particular importance to candidates is marked in italics on the contents list.

It is designed to be used with the City & Guilds *N/SVQ Guide* which is made up of
- a centre guide – containing information specifically for centres
- a candidate guide – containing information specifically for candidates
- recording forms – containing forms that centres and candidates should use for recording assessments and evidence.

The City & Guilds website: **www.city-and-guilds.co.uk** will have the latest version of these guides.

There are also other City & Guilds documents which contain the latest information regarding the assessment of N/SVQs:
- *Providing City & Guilds Qualifications* – a guide to centre and scheme approval
- *Ensuring Quality* – containing updates on assessment and policy issues
- *City & Guilds centre toolkit* – a CD-ROM containing further information on assessment issues and linking to the City & Guilds website for the latest information
- *Guidance Updates to City & Guilds Care, Health and Community centres.*

Details of general regulations, registration and certification procedures, including fees, are included in the City & Guilds Directory of Awards. This information also appears on City & Guilds web site **www.city-and-guilds.co.uk** and the on-line qualification administration service for City & Guilds approved centres – walled-garden.com.

If there are any differences between the *N/SVQ Centre Guide* or the *N/SVQ Candidate Guide* and this *Standards and Assessment Requirements (SAR)* document the SAR has the most up-to-date information.

The Standards Setting Body and the National Occupational Standards

Background to the National Occupational Standards (NOS) development
The review and updating of the National Occupational Standards (NOS) and N/SVQs in Care were undertaken by Skills for Health and the UK alliance for Social Care whose membership is: The Care Council for Wales, the Northern Ireland Social Care Council, the Scottish Social Services Council and Topss England. N/SVQs are well established in the Health and Social Care sectors and are the required or recommended qualification for over 80% of the social care workforce and a growing number of the health workforce.

The review has resulted in new qualification structures that provide smaller, more accessible awards which allow greater transferability between the sectors and specialisms. The Health and Social Care N/SVQs therefore reflect the needs of those who work in the Health and Social Care sectors to demonstrate initial competence to practise safely, acquisition of specialist skills and continuous professional development (CPD).

Contacting the Standards Setting Bodies
The Standards Setting Bodies (SSBs) responsible for having developed the National Occupational Standards (NOS) on which this N/SVQ is based are:

Skills for Health
Goldsmiths House
Broad Plain
Bristol BS2 0JP
T 0117 922 1155
www.skillsforhealth.org.uk

Topss England
Albion Court
5 Albion Place
Leeds LS1 6JL
T 0113 245 1716
www.topssengland.net

The Care Council for Wales
6th Floor
South Gate House
Wood Street
Cardiff CF10 1EW
T 029 2022 6257
www.ccwales.org.uk

The Scottish Social Services Council
Compass House
11 Riverside Drive
Dundee DD1 4NY
T 01382 207215
www.sssc.uk.com

The Northern Ireland Social Care Council
7th Floor
Millennium House
19-25 Great Victoria Street
Belfast BT2 7AQ
T 02890 417600
www.niscc.n-i.nhs.uk

Imported units

Some units in this N/SVQ have been imported from the National Occupational Standards (NOS) developed by other Standard Setting Bodies (SSBs):

Skills for Justice
9 Riverside Court
Don Road
Sheffield S9 2TJ
T 0114 261 1499
www.skillsforjustice.com

National Council for Voluntary
Organisations (NCVO)
Regents Wharf
8 All Saints Street
London N1 9RL
T 020 7713 6161
www.ncvo-vol.org.uk

Candidate entry and progression

Candidate work role requirements

This N/SVQ is for those working in a Health or Social care setting. It is designed for full or part time workers, paid and voluntary, permanent or temporary, as well as day or night workers.

The qualification pathway for Children and Young People at Levels 4 is the preferred route for those working in this latter sector and demonstrates, both to employers and inspectors, effective and safe practice in dealing with vulnerable children and young people, in settings from family centres to residential groups and also in foster care. The qualification pathway at Level 4 for Children and Young People is relevant to those supporting children and young people in any setting.

Candidate entry requirements

There are no formal entry requirements for candidates undertaking this N/SVQ, however centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

These N/SVQs are not approved for the use of those who are under 16 years of age. There may also be age restrictions placed on individuals when undertaking certain work activities within Health and Social care. These too should be clarified with the appropriate regulator where there is any uncertainty about such restrictions.

Legal considerations

Sector guidance about pathways through the optional units for staff in particular work roles and functions will become available from the SSC and regulatory bodies in each of the four countries. This will allow relevance to national workforce development needs and priorities.

Candidates entering the Health and Social Care workforce may be legally required to undergo criminal record checks prior to taking up employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements vary between sectors and countries checks, should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.

Progression routes

These new N/SVQs will enable progression within and between levels and across both sectors.

Enable progression within and between levels and across both sectors.

Laterally they will allow candidates who complete the requirements for a full N/SVQ to take up Continuing Professional Development opportunities through the optional and additional suites of units.

Vertically they will allow movement up to another level across both sectors.

This new suite of Health and Social Care units will support progression in employment in the following specialist areas:
- Management – residential adults, residential child care and domiciliary work
- Drugs and Alcohol work
- Mental Health work
- Youth Justice work
- Rehabilitation work (especially for people with sensory impairments)
- Some generic areas of Health
- Social Work.

Centre requirements

In addition to the resources required for centre and scheme approval some N/SVQ schemes have very particular additional needs which centres must address.

Site agreements
The NVQ Code of Practice 2002, QCA Appendix 2, Approved Centre Criteria 1.1.3 makes it explicit that centres must ensure that all assessment sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:
*   centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements. eg participating in assessment activities including attending standardisation meetings
*   commitment to centre policies and practices eg policy for candidate appeals/complaints and access to fair assessment etc
*   access to the workplace and protocols for peripatetic assessors
*   responsibilities for establishing and communicating any issues concerning 'fit person' checks as required by the relevant regulator eg criminal records/POVA clearance checks. These are usually the responsibility of the employer but where centres are placing students in work places they will need to liaise closely with placement providers about this area. (The appropriate service regulator identifies any 'fit person' criteria, not the Awarding Body)
*   responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment from member assessment sites/satellites in order to avoid future problems.

Registration period
Registration will be for **three years** or until **31 January 2011**, whichever is the sooner.

Where centres offer candidates access to assessment for a period which is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by candidates.

The qualification structure and standards

The level 4 qualification contains 4 core units.

At level 4 **all** candidates must undertake the 4 core units (one of which is contextualised to the Children and Young People Pathway) plus 4 optional units.

The level 4 additional unit is for continuing professional development (CPD) only and does not form part of the overall qualification structure.

Qualification structure

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Core units					
T/102/8825	401	HSC41	Use and develop methods and systems to communicate record and report		
A/102/8826	402	HSC42	Contribute to the development and maintenance of healthy and safe practices in the working environment		
F/102/8827	403	HSC43	Take responsibility for the continuing professional development of self and others		
J/102/8828	404	HSC44	Develop practice which promotes the involvement, well-being and protection of children and young people		
Optional units					
F/102/8830	406	HSC46	Independently represent and advocate with, and on behalf of, children and young people		
J/102/8831	407	HSC47	Help parents and carers to acquire and use skills to protect and take care of children and young people		

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Optional units (continued)					
D/102/4798	408	HSC48	Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice		Child Care Residential Manager 1 (Topss)
D/102/4803	409	HSC49	Develop and maintain an environment which safeguards and protects children and young people		Child Care Residential Manager 6 (Topss)
Generic optional units					
L/102/8832	413	HSC413	Manage requests for health and care services		
R/102/8833	414	HSC414	Assess individual needs and preferences		
Y/102/8834	415	HSC415	Produce, evaluate and amend service delivery plans to meet individual needs and preferences		
D/102/8835	416	HSC416	Develop, implement and review care plans with individuals		
H/102/8836	417	HSC417	Assess individual's mental health and related needs		Mental Health D3 (Skills for Health)
K/102/8837	418	HSC418	Work with individuals with mental health needs to negotiate and agree plans for addressing those needs		Mental Health E6 (Skills for Health)
M/102/8838	419	HSC419	Provide advice and information to those who enquire about mental health needs and related services		Mental Health B1 (Skills for Health)

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Generic optional units (continued)					
T/102/8839	420	HSC420	Promote leisure opportunities and activities for individuals		
K/102/8840	421	HSC421	Promote employment, training and education opportunities for individuals		
M/102/8841	422	HSC422	Promote housing opportunities for individuals		
T/102/8842	423	HSC423	Assist individuals at formal hearings		
A/102/8843	424	HSC424	Supervise methadone consumption		DANOS AH9 (Skills for Health)
E/102/8844	425	HSC425	Support people who are providing homes for individuals and/or children and young people		
J/102/8845	426	HSC426	Empower families, carers and others to support individuals		Mental Health C6 (Skills for Health)
L/102/8846	427	HSC427	Assess the needs of carers and families		Mental Health C1 (Skills for Health)
R/102/8847	428	HSC428	Develop, implement and review programmes of support for carers and families		Mental Health C2 (Skills for Health)
R/102/617	429	HSC429	Work with groups to promote individual growth, development and independence		Social Work 8 (Topss)
Y/102/8848	430	HSC430	Support the protection of individuals, key people and others		

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Generic optional units (continued)					
D/102/8849	431	HSC431	Support individuals where abuse has been disclosed		
R/102/8850	432	HSC432	Enable families to address issues with individuals' behaviour		Mental Health C8 (Skills for Health)
Y/102/8851	433	HSC433	Develop joint working agreements and practices and review their effectiveness		
D/102/8852	434	HSC434	Maintain and manage records and reports		Mental Health A7 (Skills for Health)
H/102/4799	435	HSC435	Manage the development and direction of the provision		Child Care Residential Manager 2 (Topss)
F/102/4809	436	HSC436	Promote and manage a quality provision		Child Care Residential Manager 17 (Topss)
H/102/8853	437	HSC437	Promote your organisation and its services to stakeholders		DANOS BB1 (Skills for Health)
K/102/8854	438	HSC438	Develop and disseminate information and advice about substance use, health and social well-being		DANOS AD4 (Skills for Health)
M/102/8855	439	HSC439	Contribute to the development of organisational policy and practice		DANOS AB3 (Skills for Health)
T/102/8856	440	HSC440	Support effective governance		DANOS AB5 (Skills for Health)

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Generic optional units (continued)					
A/102/8857	441	HSC441	Invite tenders and award contracts		DANOS CB1 (Skills for Health)
F/102/8858	442	HSC442	Monitor and evaluate the quality, outcomes and cost-effectiveness of substance misuse services		DANOS CB2 (Skills for Health)
J/102/8859	443	HSC443	Procure services for individuals		DANOS CB3 (Skills for Health)
T/102/4807	444	HSC444	Contribute to the selection, recruitment and retention of staff to develop a quality service		Child Care Residential Manager 10 (Topss)
A/102/8860	445	HSC445	Recruit and place volunteers		Voluntary Sector C3 (NCVO)
F/102/8861	446	HSC446	Manage a dispersed workforce to meet the needs and preferences of individuals at home		
M/101/7449	447	HSC447	Represent the agency in courts and formal hearings		Community Justice CJ F 407 (Skills for Justice), Mental Health 010 (Skills for Health)
M/101/7483	448	HSC448	Provide and obtain information at courts and formal hearings		Community Justice CJ F 406 (Skills for Justice), Mental Health 011 (Skills for Health)

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Generic optional units (continued)					
U/105/4565	449	HSC449	Represent one's own agency at other agencies' meetings		Community CJ Justice F408 (Skills for Justice)
J/102/8862	450	HSC450	Develop risk management plans to support individual's independence and daily living within their home		
L/102/8863	451	HSC451	Lead teams to support a quality provision		
Additional units					
R/102/8864	452	HSC452	Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals		

Value statements

The key purpose for those working in Health and Social care settings has been identified by the SSBs to be 'To provide an integrated, ethical and inclusive service which meets agreed needs and outcomes of people requiring health and/or social care'. Implicit in this statement is the core assumption that the Human Rights of these people will be safeguarded at all times.

Availability of standards

The Standards and Assessment Requirements (SAR) document which contains the **core units** for this qualification are issued in hard copy to each candidate on registration.

The Standards and Assessment Requirements (SAR) document and a **full set** of the units for this qualification will be available to the centre on CD-Rom and in pdf formation on the City & Guilds website (**www.city-and-guilds.co.uk**).

Mapping of old standards to new

This qualification offers a new pathway and therefore there are no opportunities for direct transfer. Centres must use the APEL method to confirm transferability of and existing evidence to a unit in the new N/SVQ structure.

Assessment method requirements

The guidance in this section following is based on and amplifies the assessment strategy developed for the N/SVQ in Health and Social Care Level 4 (Children and Young People).

External quality control
External quality control is provided by the usual City & Guilds external verification process including the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

The UK Alliance for Social Care and Skills for Health have established an awarding body forum at which issues arising from the external verification process will be discussed and resolved.

Imported units
Some units in this qualification have been imported from existing N/SVQs, for example:

Unit HSC49 Develop and maintain an environment which safeguards and protects children and young people (NVQ Managers in Residential Child Care level 4 Unit 6).

Therefore some candidates may have completed units as part of an N/SVQ, which can be transferred directly into this qualification by presenting the original certificate to the centre. This is all that is required so long as the unit previously achieved is identical to the one in the qualification and that authenticity has been established.

External Verifiers will carry out checks to ensure centres have appropriately applied this process.

Accreditation of Prior Experience and Learning (APEL)
Some candidates for this qualification may have undertaken training in the past and will be experienced in Health and Social Care. Therefore all centres delivering the qualification should provide the opportunity for candidates' prior experience and learning to be assessed and accredited. This should form part of the candidates' initial assessment.

Should any opportunities for APEL be identified it is important that a complete **process** of accreditation of prior experience and learning is undertaken by ensuring that:
• It covers relevant or appropriate experience from previous activities as well as accredited learning and qualifications.
• It is incorporated into the assessment planning with details of how this will take place.
• Mapping of prior learning to the National Occupational Standards to identify gaps is documented and auditable.
• Assessment methods or processes for accreditation of prior experience and learning are documented and made available to the external verifier.

- The audit trail covers the whole process and methodology of Accreditation of Prior Experience and Learning.
- The authenticity and currency of presented evidence is established by the assessor.
- Where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after candidate registration for the qualification.

In considering the appropriateness of any single piece of **evidence** the following should be considered:
- Content – the degree to which the content of any previously accredited learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- Comprehensiveness of Assessment – ensure that all the learning derived from the content has been assessed. If only a proportion has been assessed, then the learning for the 'non-tested' areas cannot be assumed.
- Level – the degree to which the level of learning offered and tested, relates to that required by the Health and Social Care N/SVQ.
- Performance and Knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case the Accreditation of Prior Learning can only cover this aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Model of Learning – difficulties can arise in mapping learning gained from non-competence based learning programmes into competence based models.
- Relevance of Context – the degree to which the context of the learning gained and assessed relates to the current context of candidates' work roles. If the context was different, assessors will need to satisfy themselves of candidate's ability to transfer the learning gained into their current setting.
- Currency – how recently the learning was gained. Candidates would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changed since the previous learning programme was undertaken.
- Authenticity – how the ownership of the evidence is established to ensure it was generated by the candidate.

Performance evidence requirements
Evidence of candidate performance will usually be derived from assessor observation or testimony from an expert witness of the candidate carrying out real work activities in the workplace.

Detailed guidance, is provided in each unit on the use of these and all other acceptable performance assessment methods.

The entire scope of each unit (previously called the range) does not have to be covered usually, only those aspects which directly relate to candidates' work role.

Where 'individual' is mentioned, this means the person actually using the Health or Social Care services.

In order to complete these qualifications at any level, candidates must provide evidence of experience from caring for more than one individual, except in circumstances where a carer is working for only one individual for the total period of their assessment. Advice must be sought from City & Guilds before a candidate working with/for only one individual is registered for the N/SVQ.

There is a requirement for the assessor to take the leading role in the assessment of observed candidate performance in the four core units.

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of experts, able to contribute to candidates' assessment will be of considerable assistance to centres in providing candidates with access to those who can testify to their competence in the work-place. It may also ensure that the children's/young peoples' privacy and confidentiality are not infringed.

The assessor or co-ordinating assessor will decide on the appropriateness of all evidence including Expert Witness Testimony and on whether or not it should be included in candidates' portfolios.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of the service user group (children and young people) must be upheld.

Knowledge evidence requirements
Candidates must be able to apply the specified knowledge and understanding to their work practice and therefore, most usually, knowledge and understanding will be apparent in candidates' performance evidence. If the assessor cannot positively infer the knowledge and understanding from candidates' work practice they should question candidates or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates' assessors and is most appropriately used in the Health and Social Care N/SVQs to elicit underpinning knowledge, explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions. Its value at level 2, and possibly at level 3, is limited given that observation is the major assessment method requirement. It would however be appropriate for use at level 4.

A summary of the areas covered and the outcomes of the discussion must be recorded. If audio visual recording is used it must be of a good enough quality to be clearly heard/seen. Tapes must be referenced and marked to allow external verifiers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

Simulation
Simulation is only allowed in very few units within this N/SVQ e.g:

Unit HSC42 Contribute to the development and maintenance of healthy and safe practices in the working environment (element a only).

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where
- there is a high risk to security or safety of the candidates, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of the children's or young persons' confidentiality or privacy.

Role and occupational expertise requirements

The guidance in this section is based on and amplifies the assessment strategy developed for the N/SVQ Health and Social Care Level 4 (Children and Young People).

Assessors
Assessors must:
- be occupationally competent. This means that each assessor must be capable of carrying out the functions covered by the units they are assessing to the standard described within them, according to current sector practice. This experience should be credible and maintained through clearly demonstrable ongoing Continuous Professional Development
- have knowledge of the appropriate Health and Social Care setting; the regulation, legislation, codes of practice for the service and the requirements of national standards at the time of assessment
- have knowledge of, and adhere to, codes of practice and values embedded in the NOS. Assessors should be able to recognise and use opportunities to assess the values holistically
- take the main role in the assessment of observed candidate performance. Assessors are expected to take on this role in relation to at least the core units of the award
- hold or be registered and working towards the appropriate assessor qualification. Achievement of the qualification will need to be within the identified timescales currently. A1 or A2 to be achieved within 18 months of starting assessing. Assessors who are not qualified against the appropriate D/A units but have the necessary occupational competence and expertise can be supported by a qualified assessor who does not necessarily have the occupational expertise or experience, but who has occupational competence across some units, a relevant occupational background and holds an appropriate D/A units qualification
- take responsibility for assessing either a whole qualification or individual units.

Co-ordinating assessors
The usual expectation is that individual candidates are supported by one assessor.

Where more than one assessor is required, the lead assessor must take on the responsibility of coordinating the assessment process and ensuring that assessment takes place.

Those Co-ordinating assessors undertaking observation must meet assessor requirements as detailed above.

Expert witnesses
'The use of expert witnesses is encouraged as a contribution to the assessment of evidence of candidates' competence, where there are no occupationally competent assessors for occupationally specific units.'

The role of the expert witness is to provide testimony to the competence of candidates in meeting the National Occupational Standards identified in any given unit. This testimony must directly relate to candidate performance in the work place, which has been seen by the expert witness.

The expert witness must:
- have a working knowledge of National Occupational Standards for the units on which their testimony is based
- have current expertise and occupational competence ie within the last two years, either as a practitioner or manager

and
- have either a qualification in assessment of workplace performance eg D32/33, A1/A2 or L20

or
- have a professional work role which involves evaluating the everyday practice of staff working in health and/or Social Care.

A supervisor/manager acting as an expert witness would need to evidence their expertise, including their supervisory/management responsibilities by providing a CV, plus job description or role profile to the centre.

A peer, identified as appropriate to be an expert witness, would need to provide to the centre, a CV, a job description or role profile plus their original certificates of qualification in assessing work-place performance such as D32, D33 or A1, A2 or L20. Centres will authenticate these by signing and dating a photocopy which must be retained on centre files.

Peers identified as appropriate for the role of expert witness, but who do not hold a qualification in the assessment of work-place practice, could take on the role so long as they are registered and working towards the achievement of an appropriate qualification. Unit L20 – **Support competence in the work-place**, from the Learning and Development NVQ would be an ideal qualification.

All expert witnesses must be inducted by the centre so that they are familiar with the standards for those units for which they are to provide expert witness testimony. They must also understand the centre's recording requirements and will need guidance on the skills required to provide testimony for the National Occupational Standards.

Witnesses
There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in candidates' practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness testimony to the overall evidence presented for a unit or qualification, a statement of the witness' status should be included in candidates' portfolios of evidence. This can be done by using the Witness Status list (form N/SVQ5) or including it as part of the witness testimony itself. The statement should indicate the relationship between candidates and witnesses and should enable assessors to judge the extent of the witness' knowledge of the National Occupational Standards and understanding of the work roles involved.

NB The use of witness testimony from their relatives or those with whom the candidates have significant personal relationship is not acceptable.

In some instances it may be appropriate for service users to provide witness testimony for candidates eg Home Carers. Assessors need to give clear guidance to candidates about ensuring that no pressure is placed on service users when they request witness testimony. In addition, assessors should check to establish testimony has been appropriately and freely provided.

Centres are responsible for ensuring that service users fully understand the uses to which the witness testimony will be put. Testimony from service users should not be used if they are in any way concerned about the inclusion of their signed witness testimony, within a portfolio of evidence that may be open to scrutiny by people other than those associated with their care regime.

Internal verifiers
Internal verifiers must:
- be occupationally knowledgeable in respect of the units they are going to verify, prior to commencing the role
- understand the nature and context of assessors' work and that of their candidates
- have credible knowledge of the Health and Social Care setting, the regulation, legislation and codes of practice for the service, and the requirements of national standards at the time of any assessment. Credibility of experience and knowledge should be maintained through clearly demonstrable ongoing Continuous Professional Development
- occupy a position in the organisation that gives them authority and resources to co-ordinate the work of assessors and undertake all roles specified within the National Occupational Standards for internal verifiers
- hold or be working towards the appropriate IV qualification. Achievement of the qualification must be within appropriate timescales. Currently D34 or V1 must be gained within 18 months. Those working towards the qualification must be supported by, and have their decisions countersigned by a qualified IV. Rarely, where there is no qualified internal verifier with the required occupational knowledge/expertise to act as the mentor and counter signatory, the candidate IV may be supported by a qualified IV from an allied vocational area who has occupational expertise as a practitioner, manager or trainer. Centres must discuss and agree this with their external verifier and will only be able to use this alternative on a strictly time limited basis.

Continuous professional development requirements
City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update either vocational skills/knowledge or assessment/verification skills or knowledge. This may be achieved in a variety of ways, such as attendance at conferences: City & Guilds Care Health and Community Quality Improvement workshops; centre updating and standardisation events; reading etc. The centre should maintain record of CPD activity on an individual assessor/internal verifier basis, thereby providing evidence for the external verifier.

Recording assessment and evidence

Confidentiality and privacy

At all times individual service user's, (children and young people) rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of service users' normal care regimes must only be undertaken with the informed consent from individuals or their advocate. Equally, any service users records, presented as candidate evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymised or not, be put into candidates' portfolios of evidence. Further guidance on related issues can be found in the City & Guilds Guidance Updates for Care, Health and Community centres.

Exemplar records

Exemplars are provided to give guidance on how to record the assessment process, (Form N/SVQ6) performance and knowledge evidence, (Form N/SVQ7 and 8) and evidence claims and location, (Form N/SVQ10). The names used and the context described are fictitious.

The assessment plan and review sheet records the assessment process for a complete unit. The other forms illustrate recordings made for part, but not all, of the evidence requirements.

Recording forms to use

A comprehensive set of forms is provided in the Recording Forms Document and it is expected that City & Guilds Care, Health and Community centres will use these as described. As these forms have been developed for use in all N/SVQs offered by City & Guilds the following additional information is provided as regards their use in the Health and Social Care N/SVQs.

Form N/SVQ7 – Performance evidence record
The column on the right-hand side 'scope/range ref' only needs to be completed if coverage of the scope/range is identified as a requirement rather than as guidance. This information is available within each unit under the heading 'About this unit'.

Form N/SVQ8 – Question record
The 'scope/range ref' column only needs to be completed if coverage of the scope is identified as a requirement rather than as guidance.

Form N/SVQ9 – Professional discussion record
If audio-visual recording is used this form may be used to summarise the content of the discussion and outcomes so as to provide sufficient information to allow access to precise parts of the recording by the external verifier. If the form is not supported by an audio-visual recording it will have to provide more written detail of the candidates' contributions to the discussion.

Form N/SVQ10 – Evidence location and summary sheet
Version 1 is the most appropriate to use for units where the scope is identified as guidance only. Version 1 or 2 could be used for units where the scope is identified as a requirement. A customised version is available for the core units only and is located after each unit. Some performance criteria have sub-headings which are preceded by a letter. A (✔) should be entered if the majority of the subdivisions have been covered in the piece of evidence being referenced. Alternatively, where only **some** of the subdivisions are covered, the subdivision letters should be recorded in the appropriate box as alternative to a (✔).

Form N/SVQ12 – Summary of achievement
Column 3 refers to the date on which the unit was **internally** verified. A customised version of this document is provided on the next page.

Form N/SVQ12
Summary of achievement

N/SVQ   Level 4 N/SVQ in Health and Social Care (Children and Young People)

Candidate name   City & Guilds enrolment no

Centre number

Centre name

Unit	Title	Date verified	Most used types of evidence (use key below)	Assessor signature (if there is a second line assessor – both must sign)	Candidate signature	IV signature (if there is a second line IV – both must sign)	EV signature (if sampled)
HSC41	Use and develop methods and systems to communicate record and report						
HSC42	Contribute to the development and maintenance of healthy and safe practices in the working environment						
HSC43	Take responsibility for the continuing professional development of self and others						
HSC44	Develop practice which promotes the involvement, well-being and protection of children and young people						

Competence has been demonstrated in all of the units/award recorded above using the required assessment procedures and the specified conditions/contexts.
The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature _____   Date _____

Key for most used evidence type   1 observation   2 expert witness testimony   3 witness testimony   4 work products   5 questioning
6 professional discussion   7 simulation   8 accreditation of prior experience/learning   9 assignments, projects/case studies

(photocopy as required)

Exemplar records

Exemplars are provided to give guidance on how to record the assessment process, (Form N/SVQ6) performance and knowledge evidence, (Form N/SVQ7 and 8) and evidence claims and location, (Form N/SVQ10). The names used and the context described are fictitious.

The assessment plan and review sheet records the assessment process for a complete unit. The other forms illustrate recordings made for part, but not all, of the evidence requirements.

Form N/SVQ6
Assessment plan and review

City & Guilds

Candidate name   Mary Walker

Assessor name   Brian O'Neil

Unit number/s and title/s   HSC43 Take responsibility for the continuing professional development of self and others.

This record can be used for single and multiple unit planning

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
01.05.05	**Plan 1** First planning meeting. Mary had prepared for the meeting by identifying some evidence gathering opportunities. The following was agreed: • Mary to present CPD Log. • E.W.T. from line manager Dorothy Rosetter. (Remember to complete Witness Status List.) • Scrutiny of appraisal records but, as these are confidential, I will look at them in the office. (Do not put in your portfolio Mary.) • Observation of next Team meeting (14/05/05) when Mary will be disseminating information after her attendance at SMT meeting. This will evidence some of both elements 43a & b. • Scrutiny of senior staff supervision and T&D records for which May is responsible. (Please check JH & JF are willing to let me see these records.) • Witness testimony from JH provided for HSC4366 • Questioning. This will most likely occur after the observation and during next review.		Ref 1 Ref 2 Ref 3 Ref 4 Ref 5 Ref 6 Ref 7
14.05.05	*Observation* of meeting with staff as planned. A thought provoking and extremely useful meeting, which will provide significant evidence for this unit. Mary to write up this record on a Performance Evidence Record (PER). This will allow her to show her understanding and application of knowledge to the event I observed. Gave verbal feedback to Mary about her performance and its value as evidence.	Mary Walker Brian O'Neil	Ref 4
21.05.05	**Review & Feedback.** Read and accepted the following: • CPD log showing evidence of training, qualifications and other development activities. • Expert Witness Testimony. • Appraisal documentation dated 14.11.04 • Staff meeting observation recorded on PER		Ref 1 Ref 2 Ref 3 Ref 4

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
	• Staff supervision records. Mary had gained permission from staff for me to access their supervision records – checked files and made notes of evidence provided.		Ref 5
	• Witness Testimony from JH about her supervision – (brief but sufficient to show evidence obtained).		Ref 6
	• Questions and responses linked to EWT and Observation recorded.		Ref 7
	All evidence presented was matched to requirements accepted and recorded on (ELS). This helps to identify where gaps in evidence still exist. **Plan 2**		
	Observation agreed for 05.06.05. Mary will be with Antonia who is her management mentor. Mary will record this on a PER. Mary will produce a brief Reflective Account about a member of staff's poor performance that she dealt with recently.		Ref 8 Ref 9
	Professional discussion to cover Mary's use of the workforce development plan in relation to managing human resources and associated issues. We will record this on an audio tape, using the counters to ensure there is a clear and accessible audit trail. This will take place on 06.06.05 in my office. The evidence will be reviewed on this date.	Mary Walker Brian O'Neil	Ref 10
05.06.05	*Observation* – Mary and Antonia having a meeting with her mentor, Antonia. Mary was open and honest and took constructive criticism from Antonia well. Mary is clearly able to reflect on her own practice and analyse information to improve service delivery. Asked her to record this on a PER.	Mary Walker Brian O'Neil	Ref 8
06.06.05	**Professional Discussion** Mary is clearly fully conversant with policy and procedure and is well aware of how to evaluate her own practice and that of others. Brief synopsis of discussion and outstanding knowledge with links to audio counter record made. Final review on 12.06.05	Mary Walker Brian O'Neil	Ref 10
12.06.05	**Final review of all evidence** Read and accepted • the PER about the meeting I observed with Antonia. • the Reflective Account about the resolution of performance issues with a particular member of staff.		Ref 8 Ref 9

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
	• Checked all evidence correctly referenced and entered on to the ELS sheet. There is now sufficient, authentic, reliable and valid evidence to demonstrate consistent competence in this unit. As there is considerable evidence that can be used in several other units, agreed to cross-reference evidence to other units at our next meeting.	Mary Walker Brian O'Neil	

The above is an accurate record of the discussion

Candidate signature   *Mary Walker*   Date   12.06.05

Assessor signature   *Brian O'Neil*   Date   12.06.05

(photocopy as required)

Form N/SVQ7
Performance evidence record

City & Guilds

N/SVQ/unit	HSC43 Take responsibility for the continuing professional development of self and others

Candidate name Mary Walker

Use this form to record details of activities (tick as appropriate)

Observed by your assessor ☑

Seen by an expert witness ☐

Seen by witness ☐

Self reflective account ☐

Evidence ref: 4
Unit numbers: HSC43

NB Your assessor may wish to ask you some questions relating to this activity. Ensure they are recorded in the appropriate box overleaf. The person who observed/witnessed your activity must sign and date overleaf.

Links to			Date of activity:	Links to	
Unit ref	Element ref	PC ref	Performance evidence	Scope/ range ref	Knowl/ u/stand ref
43 43	a a	1 3 (a+b)	Every 2 weeks I hold a team meeting with the staff in order to discuss house issues, allocate specific tasks and discuss care issues as per policy and procedures for Little Oaks. (Human Rights Act 1998). We also try to have a training time allocated where there is information to discuss about latest research. This is an ideal opportunity for the team to communicate with each other and I actively encourage as many people as possible to attend by holding it at a quieter time of day and on differing days. Those who are unable to attend are informed of the content by their team leader. Minutes are kept and are filed in the office and there is open access to staff of the minutes.	NA	1
43	b	3+4	Two days before the meeting an agenda is posted on the notice board so that staff and individuals can see what the content and context of the meeting is. This encourages everyone to feel involved and be part of the process. Staff use this system well and we occasionally have points for discussion from some individuals using the service.		6
43	a	3	I have considered my leadership style and whether I approach these meetings appropriately. Hersey's two dimensional theory is useful as on some issues, with certain staff, I need to be directive whilst others need to be 'sold' ideas. Some staff will need to be invited to participate whilst others require delegation.		

Unit ref	Element ref	PC ref	Performance evidence	Scope/ range ref	Knowl/ u/stand ref
43	b	1	As I have become more experienced I have found this model to be too simplistic and I prefer Adair's Action Centred Leadership model (1983). Although I am aware that I can be too focussed on achieving the tasks at times, the team meeting is a good place to achieve tasks and build the team and develop individuals. The major objective for the meeting was to look at group and individual professional development needs in relation to providing a successful group living situation. Following Hackman's extension on Herzberg's theories on 'job enrichment' these meetings, alongside individual supervision, help staff to retain a sense of purpose and commitment especially as remuneration alone is unlikely ever to prove to be a motivational factor in Health and Social Care. I started the meeting and, whilst being approachable, kept a sense of control to ensure we did not stray from the agenda and that we did not misuse the time allocated. If a meeting is not chaired appropriately, the value of meetings can be lost. I reminded everyone of the purpose of the meeting and went through the previous minutes. I then proceeded through the agenda at a pace that allowed for thought and discussion. I had to bring people back to the		12 13 16 20
43	b	2+3	specific point on two occasions as they were digressing. The team meeting is a useful place to help the team to evaluate the progress being made to achieve specific outcomes. At the end of the session I summarised the agreements reached, and what training needs had been		
43	b	5	identified in order for the team to be more effective particularly as this is an area identified for attention in our service standards which I had made available to all attendees. Elton Mayo's work on participation shows that by allowing staff to design elements of their job improvements in outcomes and morale can be achieved. We agreed who, what and by when the tasks would be achieved. This was done by considering the balance of the workload, and the staff to be assessed. It is important for staff development and is also in line with the national training strategy to ensure care standards are applied, and outcomes for individuals are achieved.		6+8 2

Unit ref	Element ref	PC ref	Performance evidence	Scope/range ref	Knowl/u/stand ref
43	b	6+7	It is also important to consider each member of staff's ability and not to over or under stretch them. All agreements reached were checked and summarised to ensure that everyone was clear about expectations, timings and role boundaries.		
43	b	4	This was recorded to be picked up at the next meeting and in supervision as necessary. It is important as the manager to show respect and trust in staff that actions agreed will be undertaken, but I also have a responsibility to the organisation to have a system whereby checks are done to ensure quality. I closed the meeting, a date having been agreed for the next one. Copies of the minutes were subsequently filed and a copy sent to the manager.	N/A	6 14

I confirm that the evidence listed is true.

Assessor/~~Expert/Witness~~* signature   *Brian O'Neil*   Date   21.05.04

*delete as appropriate

Candidate signature   *Mary Walker*   Date   21.05.04

Assessor signature   *Brian O'Neil*   Date   21.05.04

Internal Verifier signature and date (if sampled)

(photocopy as required)

Form N/SVQ8
Questioning record

City & Guilds

Ref. 7

N/SVQ/unit	HSC43 Take responsibility for the continuing professional development of self and others

Candidate name   Mary Walker

Links to: unit/element/ pc/scope/range/ knowledge	Assessor's questioning record	
	Questions	**Answers**
KE 9 pc5	How will you encourage the staff to move forward with an innovative and creative approach to the issue of their staff development? **NB This form may be added to so that questioning used, throughout the assessment for the unit, is recorded.**	By encouraging them to look at models of good practice/research and to reflect on their existing practice and thereby identify areas of interest/need. I made sure professional journals etc are freely available to everyone. 21/05/05

The above is an accurate record of the questioning.

Assessor signature   *Brian O'Neil*   Date   12.06.05

Internal Verifier signature and date (if sampled)

(photocopy as required)

Form N/SVQ10
Evidence location and summary sheet

Candidate name   Mary Walker

Unit/element number/title   HSC43b Contribute to the personal and professional development of others

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
EWT	P	3	✓	✓	✓	✓																	N/A	1, 3, 4, 8, 14+16
Observation	P	4	✓	✓	✓ a+b	✓	✓	✓	✓															N/A	1, 2, 4, 5, 6, 8, 9, 12, 13, 14, 16
Staff development and appraisal records	O	5	✓	✓			✓	✓	✓															N/A	2, 3, 6, 7, 11, 12, 13
Witness Testimony	P	6	✓	✓	✓		✓	✓																N/A	14, 16, 17, 20
Questions	P	7				✓																		N/A	9
Reflective Account	P	9	✓	✓		✓	✓																	N/A	17+18, 19
Professional Discussion (Tape)	P	10				✓	✓	✓	✓															N/A	1, 5, 9, 10, 14, 15, 16, 18, 20+21

Location key: p = portfolio, o = office (add further categories as appropriate)

(photocopy as required)

Learning and support resources
The following list is not exhaustive, but indicates the documents which are considered essential for centres when delivering N/SVQ's:
- The NVQ Code of Practice (QCA) or the SVQ Criteria and Guidance for Awarding Bodies (SQA)
- Assessing NVQs (QCA)
- Internally Verifying NVQs (QCA)
- City & Guilds Guidance on Internal Verification of N/SVQs
- Providing City & Guilds Qualifications (Care, Health and Community centres should also make reference to the Care Health and Community appendix in this document)

Other City & Guilds publications
- Ensuring Quality (all editions)
- Guidance Updates to City & Guilds Care, Health and Community centres: N/SVQ and VRQ Standards Assessment and Process issues
- News and Product Updates
- City & Guilds Smartscreen

Glossary
Definitions or expectations of the terms used in this qualification are provided in the key words and concepts section of every unit.

Key/Core Skills mapping

Mapping of the Key and Core Skills for this qualification are shown on pages 37-66.

Key

italics	The worker might be able to collect evidence if there is a need or opportunity to carry out the functions within the Key or Core Skill
X	Not required in the standard
*	Could be evidenced if IT is used (IT not explicitly stated in standards).
1	The candidate might not be able to provide evidence across the number and scope of activities (eg 2 documents of 500 words for C2.2 and 1 document of 500 words for C2.3)

Level 4 Key Skills

Key Skills component	What you must do
Application of number Level 4	
N4.1	Develop a strategy for using application of number skills over an extended period of time
N4.2	Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving: • deductive and inferential reasoning • algebraic modelling
N4.3	Evaluate your overall strategy and present the outcomes from your work, including use of charts, graphs and diagrams to illustrate complex data
Communication Level 4	
C4.1	Develop a strategy for using communication skills over an extended period of time
C4.2	Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least: • one group discussion about a complex subject • one document of 1,000 words or more about a complex subject
C4.3	Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points
Improving Own Learning and Performance Level 4	
LP4.1	Develop a strategy for improving your own learning and performance
LP4.2	Monitor progress and adapt your strategy to improve your performance
LP4.3	Evaluate your strategy and present the outcomes of your learning

Key Skills component

What you must do

ICT Level 4

ICT4.1
Develop a strategy for using ICT skills over an extended period of time

ICT4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes

ICT4.3
Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number

Problem Solving Level 4

PS4.1
Develop a strategy for problem solving

PS4.2
Monitor progress and adapt your strategy for solving the problem

PS4.3
Evaluate your strategy and present the outcomes of your problem solving skills

Working With Others

WO4.1
Develop a strategy for working with others

WO4.2
Monitor progress and adapt your strategy to achieve agreed objectives

WO4.3
Evaluate your strategy and present the outcomes from your work with others

Key Skills signposting

Note: This Key/Core Skills mapping was undertaken prior to the finalisation of the award structures by the SSBs for Health and Social Care. Centres and candidates should therefore check against the unit listings shown in the qualification structure shown on pages 11-16 to confirm that the unit is still included and the numbering is required. Amendments will be shown in re-prints of this publication.

| NOS | Key Skills | | | | | |
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 4 core units						
Unit HSC41 Use and develop methods and systems to communicate record and report (Communication, level 4, core)						
HSC41 a Identify methods and systems to promote effective communication and engagement with individuals and key people	C4.1	X	ICT4.1	WO4.1	PS4.1	X
HSC41 b Develop and use communication methods and systems to promote effective communication	C4.1 C4.2[1]	X	ICT4.1 ICT4.2[1] ICT4.3[1]	WO4.2	PS4.1 PS4.2	X
HSC41 c Evaluate communication methods and systems	C4.2[1] C4.3[1]	X	ICT4.1 ICT4.2[1] ICT4.3[1]	WO4.3[3]	PS4.3	X
HSC41 d Maintain and share evidence based records and reports	C4.2 C4.3	X	ICT4.1 ICT4.2[1] ICT4.3[1]	WO4.2	X	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 4 core units (continued)						
Unit HSC42 Contribute to the development and maintenance of healthy and safe practices in the working environment (Health and Safety, level 4, core)						
HSC42a Contribute to monitoring compliance with health, safety and security regulations and requirements	X	X	X	WO4.1	PS4.1 PS4.2 PS4.3	X
HSC42b Contribute to the development of systems to manage risk to self, staff and others	X	X	X	WO4.1 WO4.2	PS4.1 PS4.2 PS4.3	X
HSC42c Contribute to the development of health, safety and security policies, procedures and practices	X	X	X	WO4.1 WO4.2	PS4.1 PS4.2 PS4.3	X
Unit HSC43 Take responsibility for the continuing professional development of self and others (Personal and Professional Development, level 4, core)						
HSC43a Take responsibility for own personal and professional development	X	X	X	X	X	IL4.1 IL4.2 IL4.3

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 4 core units (continued)						
Unit HSC43 Take responsibility for the continuing professional development of self and others (Personal and Professional Development, level 4, core) (continued)						
HSC43b Contribute to the personal and professional development of others	X	X	X	WO4.1 WO4.2 WO4.3	X	X
Unit HSC44 Develop practice which promote the involvement well-being and protection of children and young people (Children and Young People, Principles of Care, level 4, core)						
HSC44a Develop and support practice that value and respect children and young people's rights and responsibilities	C4.1 C4.2[1]	X	X	WO4.1 WO4.2	X	X
HSC44b Develop and support practice that enables children and young people to express their views and preferences	C4.1 C4.2[1]	X	X	WO4.1 WO4.2	PS4.1 PS4.2	X
HSC44c Promote the protection of children and young people from harm and abuse	C4.1 C4.2[1]	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2	PS4.1 PS4.2	X

Health and Social Care Level 4 core units (continued)

Unit HSC45 Develop practices which promote choice, well-being and protection of all individuals (Adult, Principles of Care, level 4, core)

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
HSC45a Develop and maintain effective relationships to promote the individual's choice about their care	C4.1 C4.2¹	X	ICT4.1	WO4.1 WO4.2	PS4.1 PS4.2	X
HSC45b Promote the individual's rights to expect and receive respect for their diversity, difference and preferences	X	X	ICT4.1	WO4.1 WO4.2	X	X
HSC45c Promote the protection of all individuals	C4.1 C4.2¹	X	ICT4.1	WO4.1 WO4.2	PS4.1 PS4.2	LP4.1 LP4.2 LP4.3
Health and Social Care (Children and Young People) Specific Level 4 optional units						
Unit HSC46 Independently represent and advocate with, and on behalf of, children and young people	C4.1 C4.2¹ C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC47 Help parents and carers to acquire and use skills to protect and take care of children and young people	C4.1 C4.21 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

| NOS | Key Skills | | | | | |
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care (Children and Young People) Specific Level 4 optional units (continued)						
Unit HSC48 Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice	C4.1 C4.2¹ C4.3	X	*	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC49 Develop and maintain an environment which safeguards and protects children and young people	C4.1 C4.2¹ C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Health and Social Care (Adults) Specific Level 4 optional units						
Unit HSC410 Advocate with, and on behalf of, individuals, families, carers, groups and communities	C4.1 C4.2¹ C4.3	X	*	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC411 Manage a service which achieves the best possible outcomes for the individual	C4.1 C4.2¹ C4.3	X	*	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC412 Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions	C4.1 C4.2¹ C4.3	N4.1 N4.2¹ N4.3	*	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 4 optional set of units						
Unit HSC413 Manage requests for health and care services	C4.1 C4.2[1] C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC414 Assess individual needs and preferences	C4.1 C4.2[1] C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC415 Produce, evaluate and amend service delivery plans to meet individual needs and preferences	C4.1 C4.2[1] C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC416 Develop, implement and review care plans with individuals	C4.1 C4.2[1] C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC417 Assess individuals' mental health and related needs	C4.1 C4.2[1] C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

Health and Social Care Generic Level 4 optional set of units (continued)

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Unit HSC418 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC419 Provide advice and information to those who enquire about mental health needs and related services	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2	X
Unit HSC420 Promote leisure opportunities and activities for individuals	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC421 Promote employment, training and education opportunities for individuals	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC422 Promote housing opportunities for individuals	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

Health and Social Care Generic Level 4 optional set of units (continued)

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Unit HSC423 Assist individuals at formal hearings	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC424 Supervise methadone consumption	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	X	X
Unit HSC425 Support people who are providing homes for individuals and/or children and young people	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC426 Empower families, carers and others to support individuals	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC427 Assess the needs of carers and families	C4.1 C4.2[1] C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

Health and Social Care Generic Level 4 optional set of units (continued)

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Unit HSC428 Develop, implement and review programmes of support for carers and families	C4.1 C4.2[1] C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC429 Work with groups to promote individual growth, development and independence	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC430 Support the protection of individuals, key people and others	C4.1 C4.2[1] C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC431 Support individuals where abuse has been disclosed	C4.1 C4.2[1] C4.3	X	ICT4.1	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC432 Enable families to address issues with individuals' behaviour	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 4 optional set of units (continued)						
Unit HSC433 Develop joint working agreements and practices and review their effectiveness	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC434 Maintain and manage records and reports	C4.1 C4.2[1] C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC435 Manage the development and direction of the provision	C4.1 C4.2[1] C4.3	N4.1 N4.2[1] N4.3	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC436 Promote and manage a quality provision	C4.1 C4.2[1] C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC437 Promote your organisation and its services to stakeholders	C4.1 C4.2[1] C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	X	X

Health and Social Care Generic Level 4 optional set of units (continued)

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Unit HSC438 Develop and disseminate information and advice about substance use, health and social well-being	C4.1 C4.2[1] C4.3	X	ICT4.1 ICT4.2 ICT4.3	X	PS4.1 PS4.2 PS4.3	X
Unit HSC439 Contribute to the development of organisational policy and practice	C4.1 C4.2[1] C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC440 Support effective governance	C4.1 C4.2[1] C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC441 Invite tenders and award contracts	C4.1 C4.2[1] C4.3	N4.1 N4.2 N4.3	X	WO4.1 WO4.2 WO4.3	X	X
Unit HSC442 Monitor and evaluate the quality, outcomes and cost-effectiveness of substance misuse services	C4.1 C4.2[1] C4.3	N4.1 N4.2 N4.3	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

	Key Skills					
NOS	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 4 optional set of units (continued)						
Unit HSC443 Procure services for individuals	C4.1 C4.2[1] C4.3	N4.1 N4.2 N4.3	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC444 Contribute to the selection, recruitment and retention of staff to develop a quality service	C4.1 C4.2[1] C4.3	N4.1 N4.2 N4.3	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC445 Recruit and place volunteers	C4.1 C4.2[1] C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC446 Manage a dispersed workforce to meet the needs and preferences of individuals at home	C4.1 C4.2 C4.3	X	ICT4.1 ICT4.2 ICT4.3	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Unit HSC447 Represent the agency in courts and formal hearings	C4.1 C4.2 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	LP4.1 LP4.2 LP4.3

Key Skills

NOS	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 4 optional set of units (continued)						
Unit HSC448 Provide and obtain information at courts and formal hearings	C4.1 C4.2 C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	*LP4.1* *LP4.2*
Unit HSC449 Represent one's own agency at other agencies' meetings	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	*PS4.1* *PS4.2* *PS4.3*	LP4.1 LP4.2 LP4.3
Unit HSC450 Develop risk management plans to support individual's independence and daily living within their home	C4.1 C4.2[1] C4.3	X	X	*WO4.1* *WO4.2* *WO4.3*	*PS4.1* *PS4.2* *PS4.3*	X
Unit HSC451 Lead teams to support a quality provision	*C4.1* *C4.2[1]* *C4.3*	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X
Health and Social Care Generic Level 4 additional unit						
Unit HSC452 Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals (Level 4 value focussed unit)	C4.1 C4.2[1] C4.3	X	X	WO4.1 WO4.2 WO4.3	PS4.1 PS4.2 PS4.3	X

Level 4 Core Skills

Communication (Written Communication – Reading) Higher

a Identify the type and purpose of a communication and justify in terms of the main conventions used

b Identify all significant information, ideas and supporting details and provide a full explanation of their relationships

c Draw inferences from a communication about the writer's point of view, and justify by detailed reference to the text

d Evaluate fully the effectiveness of a communication in meeting its purpose

Communication (Written Communication – Writing) Higher

a The techniques are appropriate to the writer's purpose, are used consistently and effectively and are adapted as necessary for the intended readership

b All essential ideas/information and supporting detail contributing to the main purpose of the communication are expressed accurately and coherently

c Structure is appropriate to purpose and audience and the writer arranges and links major and minor points in ways which assist the clarity and impact of the writing

d Spelling, punctuation and syntax are consistently accurate; sentence structure, paragraphing and vocabulary are varied to suit purpose and audience

Communication (Oral Communication) Higher

a   Vocabulary and a range of spoken language structures are used consistently and effectively at an appropriate level of formality for a clear purpose

b   The communication conveys all essential information, opinions or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate

c   The structure of the communication takes full account of purpose and audience

d   Delivery takes account of situation and audience

e   Responses take account of the contributions of others

Numeracy (Using Graphical Information) Higher

a   Analyse and interpret graphical information

b   Select appropriate forms – table, graph, diagram, qualitative form – to communicate information

Numeracy (Using Number) Higher

a   Work confidently with a mathematical concept

b   Decide the steps to be carried out

c   Carry out a number of sustained complex calculations

Using Information Technology Higher

a   Operate a range of IT equipment giving attention to security and to other users

b   Use software in an unfamiliar context requiring some analysis and design, integration of data, and decision on output format

c   Carry out searches to extract and present relevant information from electronic data source(s)

Working with Others Higher

a   Analyse task and negotiate goals, roles and responsibilities

b   Support co-operative working

c   Evaluate and draw conclusions about own contribution

Problem Solving (Critical Thinking) Higher

a   Identify the factors involved and assess their importance

b   Develop and justify an approach to deal with the situation or issue

Problem Solving (Planning and Organising) Higher

a   Develop a plan

b   Identify and obtain resources to carry out the plan

c   Carry out the task

Problem Solving (Reviewing and Evaluating) Higher

a   Evaluate effectiveness of strategy/strategies

b   Identify and gather appropriate evidence

c   Draw conclusions and make recommendations

NOS	Core Skills							Problem Solving		Reviewing and evaluation
	Communication			Numeracy		Using IT	Working with others			
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	

Health and Social Care Level 4 core units

Unit HSC41 Use and develop methods and systems to communicate record and report (Communication, level 4, core)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
HSC41a Identify methods and systems to promote effective communication and engagement with individuals and key people	Higher a Higher b Higher c Higher d	X	Higher a Higher b Higher c Higher d	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	Higher a Higher b Higher c
HSC41b Develop and use communication methods and systems to promote effective communication	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	*Higher a* *Higher b* *Higher c*
HSC41c Evaluate communication methods and systems	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	Higher a Higher b Higher c

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	

Health and Social Care Level 4 core units (continued)

Unit HSC41 Use and develop methods and systems to communicate record and report (Communication, level 4, core) (continued)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
HSC41d Maintain and share evidence based records and reports	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	X	*Higher a* *Higher b* *Higher c*

Unit HSC42 Contribute to the development and maintenance of healthy and safe practices in the working environment (Health and Safety, level 4, core)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
HSC42a Contribute to monitoring compliance with health, safety and security regulations and requirements	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	X	*Higher a* *Higher b* *Higher c*

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	

Health and Social Care Level 4 core units (continued)

Unit HSC42 Contribute to the development and maintenance of healthy and safe practices in the working environment (Health and Safety, level 4, core) (continued)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
HSC42b Contribute to the development of systems to manage risk to self, staff and others	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	Higher a Higher b Higher c
HSC42c Contribute to the development of health, safety and security policies, procedures and practices	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	Higher a Higher b Higher c

Unit HSC43 Take responsibility for the continuing professional development of self and others (Personal and Professional Development, level 4, core)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
HSC43a Take responsibility for own personal and professional development	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	Higher a Higher b Higher c

Unit HSC43 Take responsibility for the continuing professional development of self and others (Personal and Professional Development, level 4, core) (continued)

NOS	Core Skills					Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Communication			Numeracy						
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
HSC43b Contribute to the personal and professional development of others	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	Higher a Higher b Higher c

Unit HSC44 Develop practices which promote the well-being and protection of children and young people (Children and Young People, Principles of Care, level 4, core)

NOS	Core Skills					Using IT	Working with others	Problem Solving		Reviewing and evaluation
HSC44a Develop and support practices that value and respect children and young people's rights and responsibilities	Higher a Higher b Higher c Higher d	X	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	Higher a Higher b
HSC44b Develop and support practices that enable children and young people to express their view and preferences	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	Higher a Higher b

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	

Health and Social Care Level 4 core units (continued)

Unit HSC44 Develop practices which promote the well-being and protection of children and young people (Children and Young People, Principles of Care, level 4, core) (continued)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
HSC44c Promote the protection of children and young people from harm and abuse	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	*Higher a* *Higher b*

Unit HSC45 Develop practices which promote choice, well-being and protection of all individuals (Adult, Principles of Care, level 4, core)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
HSC45a Develop and maintain effective relationships to promote the individual's right to be cared for in the way they choose	Higher a Higher b Higher c Higher d	X	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	*Higher a* *Higher b*
HSC45b Promote the individual's rights to expect and receive respect for their diversity, difference and preferences	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	X	*Higher a* *Higher b*

Health and Social Care Level 4 core units (continued)

Unit HSC45 Develop practices which promote choice, well-being and protection of all individuals (Adult, Principles of Care, level 4, core) (continued)

NOS	Core Skills			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Communication			Graphical	Number			Critical thinking	Planning and Organisation	
	Reading	Writing	Oral							
HSC45c Promote the protection of all individuals	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	X	*Higher a* *Higher b*

Health and Social Care (Children and Young People) Specific Level 4 optional units

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC46 Independently represent and advocate with, and on behalf of, children and young people	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c	Higher a Higher b Higher c
Unit HSC47 Help parents and carers to acquire and use skills to protect and take care of children and young people	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	Higher a Higher b Higher c

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	

Health and Social Care Generic Level 4 optional set of units

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC413 Manage requests for health and care services	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	*Higher a* *Higher b* *Higher c³*	Higher a Higher b Higher c
Unit HSC414 Assess individual needs and preferences	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e			*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c³	Higher a Higher b Higher c
Unit HSC415 Produce, evaluate and amend service delivery plans to meet individual needs and preferences	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c³	Higher a Higher b Higher c

Core Skills

NOS	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Unit HSC416 Develop, implement and review care plans for individuals	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c³	Higher a Higher b Higher c
Unit HSC423 Promote leisure opportunities and activities for individuals	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c³	*Higher a Higher b Higher c*
Unit HSC424 Promote employment, training and education opportunities for individuals	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c³	*Higher a Higher b Higher c*
Unit HSC425 Promote housing opportunities for individuals	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c³	*Higher a Higher b Higher c*

Core Skills								Problem Solving		
	Communication			Numeracy		Using IT	Working with others		Planning and Organisation	Reviewing and evaluation
NOS	Reading	Writing	Oral	Graphical	Number			Critical thinking		
Health and Social Care Generic Level 4 optional set of units (continued)										
Unit HSC426 Assist individuals at formal hearings	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	Higher a Higher b Higher c
Unit HSC428 Support people who are providing homes for individuals and/or children and young people	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c[3]	Higher a Higher b Higher c
Unit HSC434 Support the protection of individuals, key people and others	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	*Higher a Higher b Higher c[3]*	Higher a Higher b Higher c

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Health and Social Care Generic Level 4 optional set of units (continued)										
Unit HSC435 Support individuals where abuse has been disclosed	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	*Higher a* *Higher b* *Higher c³*	*Higher a* *Higher b* *Higher c*
Unit HSC437 Develop joint working agreements and practices and review their effectiveness	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c³	Higher a Higher b Higher c
Unit HSC450 Manage a dispersed workforce to meet the needs and preferences of individuals at home	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c³	Higher a Higher b

NOS	Core Skills								
	Communication			Numeracy		Using IT	Working with others	Problem Solving	
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	Reviewing and evaluation
Health and Social Care Generic Level 4 optional set of units (continued)										
Unit HSC454 Develop risk management plans to support individual's independence and daily living within their home	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c³	Higher a Higher b
Unit HSC455 Lead teams to support a quality provision	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c³	Higher a Higher b
Health and Social Care Generic Level 4 additional units										
Unit HSC456 Contribute to the development, maintenance and evaluation of systems to promote the rights responsibilities, equality and diversity of individuals (Level 4 value focussed unit)	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d	Higher a Higher b Higher c Higher d Higher e	X	X	*	Higher a Higher b Higher c	Higher a Higher b	Higher a Higher b Higher c³	Higher a Higher b Higher c

Unit HSC41
Use and develop methods and systems to communicate, record and report (Level 4 core)

Elements of competence

HSC41a   Identify methods and systems to promote effective communication and engagement with individuals and key people

HSC41b   Develop and use communication methods and systems to promote effective communication

HSC41c   Evaluate communication methods and systems

HSC41d   Maintain and share records and reports

About this unit

For this unit you need to be able to identify, develop, use and evaluate methods and systems to communicate, record and report.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communication and language needs and preferences include: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication.

Evidence may be based on: research; knowledge; quantitative data; qualitative data; facts (eg times, dates, age, information about conditions etc); your own opinion (this should be informed by practice and knowledge and should not go outside your competence).

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Language sensitivity includes: where the first language of the person is not English (eg Welsh, French, Hindi etc); people whose first language is British Sign Language; where people use other forms of communication rather than spoken language.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Unit HSC41
Use and develop methods and systems to communicate, record and report (Level 4 core)

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work; your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service; the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently; the need to be able to solve problems and resolve conflicts; the need to be able to evaluate, assess situations and act appropriately; systems and processes within your own and across other organisations and the need for you to be able to work in collaboration with individuals[1], key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support
Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Engagement
Promoting the active involvement of individuals in communication. It requires consistency between your verbal and non-verbal behaviour that respects the individual's and key people's experience, expertise, culture, history and religion.

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1 If you are working with children and young people the term 'individuals' covers children and young people and 'key people' covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
2 The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC41
Use and develop methods and systems to communicate, record and report (Level 4 core)

Evaluation information
Feedback received from all sources (including individuals and key people) that when collated and interpreted will allow decisions to be made about the effectiveness of communication methods and systems.

Evidence
The information on which judgements should be made. When providing evidence you should clearly differentiate between what is fact, what is opinion, what is based on research and knowledge based practice.

Individuals
The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people
Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Language sensitivity
Being sensitive to people's language needs and preferences.

Others
Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights
The rights that individuals have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Risks
The likelihood of danger, harm or abuse arising from anything or anyone.

Staff
People who work in any position within your organisation.

Unit HSC41
Use and develop methods and systems to communicate, record and report (Level 4 core)

HSC41a
Identify methods and systems to promote effective communication and engagement with individuals and key people

Performance criteria

You need to show that,
1 you provide **active support** to enable **individuals, key people** and those within and outside your organisation to identify what needs to be in place to promote effective communication and **engagement**
2 you review the specific communication and language needs and preferences across the range of individuals with whom you and other staff work
3 you identify any potential and actual barriers to communication and engagement
4 you support others within and outside your organisation to understand and overcome barriers to communication and engagement
5 you identify changes to the environment that will promote communication, including language sensitivity, and increase participation of individuals and key people
6 you work with individuals, key people and those within and outside your organisation to agree how to resolve conflicts of opinion and perspective
7 you identify different styles and methods to communicate and engage with individuals and key people
8 you seek information and advice from specialists to enable you to promote communication and engagement.

Unit HSC41
Use and develop methods and systems to communicate, record and report (Level 4 core)

HSC41b
Develop and use communication methods and systems to promote effective communication

Performance criteria

You need to show that,
1 you assess and support others to assess the potential impact of any communication on the short, medium and long-term outcomes for individuals, key people and those within and outside your organisation
2 you communicate in ways that respect the rights and concerns of individuals and key people, using the individual's preferred method of communication and language
3 you develop and use different methods, styles and skills to communicate and engage with individuals and key people
4 you act as a positive role model to support and encourage the active participation and engagement of individuals and key people
5 you modify the content and structure of your communication to:
   a take account of the purpose of the communication
   b meet the needs and concerns of individuals and key people
   c address any barriers to effective communication and engagement
6 you use a range of skills, different systems and methods to promote effective communications between:
   a staff
   b staff and individuals
   c staff and key people
   d people within and outside your organisation
7 where possible, you change and support others to change environments to improve communication, participation and engagement
8 you seek additional information and advice where improvements and changes are outside your competence and responsibilities to deal with.

Unit HSC41
Use and develop methods and systems to communicate, record and report (Level 4 core)

HSC41c
Evaluate communication methods and systems

Performance criteria

You need to show that,
1 you agree the information that needs to be collected and when it needs to be made available
2 you work with individuals and key people to evaluate their experience of the different forms of communication and support them to identify whether and where improvements could be made
3 you evaluate the effectiveness of communication systems:
    a in supporting individuals and key people
    b in promoting inter-agency and partnership working
    c in responding to comments and complaints
4 you provide **evaluation information** to those involved in an accessible form and in sufficient time for it to be considered in relevant forums
5 you record, report and make recommendations for changes and improvements to communication systems based on the evaluation information collected and other **evidence**
6 you contribute to changing systems to enable more effective communication between:
    a staff
    b staff and individuals
    c staff and key people
    d people within and outside your organisation
7 you seek information and advice where improvements and changes are outside the scope of your expertise.

Unit HSC41
Use and develop methods and systems to communicate, record and report (Level 4 core)

Maintain and share records and reports

Performance criteria

You need to show that,
1 you identify, clarify and use legal, organisational and inter-agency policies and protocols for accessing and completing records and reports
2 you provide evidence for your judgements and decisions within the records and reports, including where this is based on informed opinion
3 you record evidence which:
   a supports your judgements and decisions
   b conflicts with your judgements and decisions
   c clarifies events and decisions
4 you produce records and reports that:
   a reflect best practice
   b are accurate, concise, objective, understandable, legible and accessible to individuals, key people and others
   c document conflicts, disagreements, un-met needs and any **risks** associated with these
   d document improvements, positive achievements and outcomes
   e use information and communication technology
5 you ensure that individuals have access to information about themselves that they can understand
6 you check and agree the accuracy of the records and evidence with all concerned in the decision making process, and acquire the appropriate signatures, if required
7 you receive, discuss and take action in response to feedback from those who receive your records and/or reports
8 you store and share records and reports, within confidentiality agreements and according to legal, organisational and inter-agency agreements and requirements.

Unit HSC41
Use and develop methods and systems to communicate, record and report (Level 4 core)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values
1 legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when communicating, recording and reporting with individuals, key people and others
2 knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
   a place the individual's preferences and best interests at the centre of everything you do
   b provide active support for the individuals
   c recognise the uniqueness of individuals and their circumstances
   d empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
3 methods and ways of communicating that:
   a support equality and diversity
   b support the rights of people to communicate in their preferred way, media and language
   c are ethical and adhere to any codes of practice relevant to your work
   d respect other people's ideas, values and principles
   e ensure people's dignity and rights when identifying and overcoming barriers to communication
4 how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues, about communication, recording and reporting
5 how to challenge information, documents, systems, structures, procedures and practices that are discriminatory, especially in relation to individuals' communication and information needs.

Legislation and policy

6   codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when communicating, recording and reporting

7   current local, UK and European legislation and organisational requirements, procedures and practices for:
a   data protection
b   employment practices
c   protecting individuals from danger, harm and abuse
d   making and dealing with complaints and whistle blowing
e   multi-disciplinary and multi-agency working
f   working in integrated ways to promote the individual's well-being
g   promoting your organisation's services and facilities
h   managing and processing requests for health and care services, and the parameters for accepting or rejecting requests for your organisation

8   practice standards and guidance about:
a   best practice methods and systems for communicating with individuals and key people
b   best practice methods and systems for communicating with others in and outside your organisation
c   lessons learned from serious failures of communication

9   how to access, evaluate and influence organisational and workplace policies, procedures and systems for communicating, recording and reporting

10   how to access and record information, decisions and judgements about an individual's communication and language needs and preferences, electronically and manually

11   how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when communicating, recording and reporting

12   policies, procedures, guidance and protocols for communicating and working with the other organisations and professions with whom you work.

Theories and practice

13   how and where to access literature, information and support to inform your practice for the managing and processing of communication, recording and reporting

14   an up-to-date knowledge of literature related to best practice in recording, reporting and developing and evaluating communication systems and methods

15   an up-to-date knowledge of government reports, inquiries and research relevant to recording, reporting and personal, organisational, multi-disciplinary and multi-organisational communications

16   evidence and knowledge based theories and models of good practice in:
a   communication (including verbal and non-verbal communications)
b   barriers to communication and how to overcome these

Unit HSC41
Use and develop methods and systems to communicate, record and report (Level 4 core)

17 theories about:
    a human growth and development and how this can influence and affect communication abilities
    b communication abilities and skills and their impact on an individual's identity, self-esteem and self-image
    c power relationships and how these can be used and abused when communicating with vulnerable people
    d multi-disciplinary and multi-organisational working and communication
    e evidence based research and knowledge based research and the benefits of both when recording and reporting
18 knowledge of the physical and mental health conditions you are likely to have to deal with and make judgements on when managing and processing requests for services
19 health, social, emotional, financial and environmental factors that affect the communication skills and abilities and well-being of individuals, families, groups and communities
20 how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership communications and working
21 physical and mental health conditions you are likely to have to deal with in your work with individuals, families, carers, groups and communities and their effect on the communication needs of individuals
22 methods of supporting individuals and key people to express their wishes, needs and preferences about their preferred methods of communication and language
23 specific equipment that will enable individuals with speaking, sight or hearing difficulties and additional needs or learning difficulties to receive and respond to information and how to access and use this
24 methods of supporting staff to work with individuals, key people and others to use and evaluate communication systems and methods
25 the use of evidence, fact and knowledge based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence
26 the types of records and reports you are required to complete within your work role and how to complete them
27 the different types of data that can be used within reports and records and which are best for records and reports you need to access, complete, use and develop
28 communication systems, structures and practice and how to evaluate and improve these
29 methods of working which facilitate the resolution of the conflicts that you are likely to face when communicating with individuals and key people
30 the range of skills, styles and methods that promote good communication practice
31 how and where Information Communication Technologies can and should be used for communicating, recording and reporting.

Unit HSC41
Use and develop methods and systems to communicate, record and report (Level 4 core)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 4
Unit number: HSC41
Unit title: Use and develop methods and systems to communicate, record and report

Evidence requirements for this unit:
You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:
Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:
Observation is the **required** assessment method to be used to evidence some parts of each element in this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:
The following performance criteria may be difficult to evidence by observation:

HSC41b   performance criteria 7, 8
HSC41c   performance criteria 7

Unit HSC41
Use and develop methods and systems to communicate, record and report (Level 4 core)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg communication systems flowchart, policies and procedures.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, reviews, supervision notes.

- **Questioning/Professional discussion:** Questions may be oral or written. In discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg best practice methods and systems for communicating, codes of practice and conduct.

- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Communication and Interpersonal Skills training certificate.

- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg information communication technologies, managing ethical dilemmas and conflict about communication, recording and reporting.

- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

**City&
Guilds**

Candidate name

Unit/element number/title   HSC41 a   Identify methods and systems to promote effective communication and engagement with individuals and key people

Item of evidence	Loc	Ref	Link to performance criteria (✓)																				Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)   (photocopy as required)

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Form N/SVQ10
Evidence location and summary sheet

City&
Guilds

Candidate name

Unit/element number/title   HSC41b   Develop and use communication methods and systems to promote effective communication

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

(photocopy as required)

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Candidate name

Unit/element number/title   HSC41c   Evaluate communication methods and systems

Item of evidence	Loc	Ref	Link to performance criteria (✓)																				Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

(photocopy as required)

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Form N/SVQ10
Evidence location and summary sheet

City&
Guilds

Candidate name

Unit/element number/title   HSC41d   Maintain and share records and reports

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

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Unit HSC42
Contribute to the development and maintenance of healthy and safe practices in the working environment (Level 4 core)

Elements of competence

HSC42a   Contribute to monitoring compliance with health, safety and security regulations and requirements

HSC42b   Contribute to the development of systems to manage risk to self, staff and others

HSC42c   Contribute to the development of health, safety and security policies, procedures and practices

About this unit

For this unit you need to be able to contribute to the development, monitoring and maintenance of healthy and safe practices.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Accidents could be due to: falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Give feedback using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self harm; reckless behaviour.

Incidents could include: bomb scares; intruders; lost keys, purses etc; a person being locked out or missing; aggressive and dangerous encounters.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

The working environment could be: within an organisation's premises; in premises of another organisation; in someone's home; out in the community.

Unit HSC42
Contribute to the development and maintenance of healthy and safe practices in the working environment (Level 4 core)

Working practices include: activities; procedures; use of materials or equipment; working techniques.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work; your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service; the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently; the need to be able to solve problems and resolve conflicts; the need to be able to evaluate, assess situations and act appropriately; systems and processes within your own and across other organisations and the need for you to be able to work in collaboration with individuals[1], key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Accident
Unforeseen major and minor incidents where an individual is injured.

Approved methods and procedures
These are methods and procedures that have been set down in legalisation, set by your organisation, identified in risk assessments and/or set down by the producers of the items, materials or equipment.

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1 If you are working with children and young people the term 'individuals' covers children and young people and 'key people' covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
2 The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC42
Contribute to the development and maintenance of healthy and safe practices in the working environment (Level 4 core)

Danger
The possibility of harm and abuse happening.

Emergencies
Immediate and threatening danger to individuals and others.

Harm
The effects of an individual being physically, emotionally or sexually injured or abused.

Hazards
Something with the potential to cause harm.

Individuals
The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people
Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others
Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights
The rights that individuals have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Risks
The likelihood of the hazards potential being realised.

The working environment
This will include all environments in which you work.

Violence
Physical abuse against and towards a person.

Unit HSC42
Contribute to the development and maintenance of healthy and safe practices in the working environment (Level 4 core)

HSC42a
Contribute to monitoring compliance with health, safety and security regulations and requirements

Performance criteria

You need to show that,
1 you ensure the people with whom you work are aware of legal and organisational health, safety and security policies, procedures and practices relevant to their work
2 you identify and work with others to assess, minimise and manage potential **risks** and **hazards** in **the working environment**
3 when you monitor health, safety and security policies, procedures and practices, you take appropriate action where they are not being adhered to
4 you act as a role model in adhering to health, safety and security policies, procedures and practices
5 you challenge and report working practices that are unsafe and unhealthy
6 you ensure that you and the people with whom you work use **approved methods and procedures** when carrying out potentially hazardous work activities
7 you take appropriate and immediate action to manage **emergencies**
8 you take appropriate action where there is the likelihood of an **accident** or injury
9 you complete timed and dated records and reports on health, safety and security issues, practices and incidents, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC42
Contribute to the development and maintenance of healthy and safe practices in the working environment (Level 4 core)

HSC42b
Contribute to the development of systems to manage risk to self, staff and others

Performance criteria

You need to show that,

1 you contribute to the planning, monitoring, and reviewing of policies, systems, procedures and practices to identify, assess and reduce stress and risk of **danger, harm and abuse** to **individuals, key people**, self, staff and **others**

2 you ensure that you and the people with whom you work are aware of their responsibilities and follow risk management policies, systems, procedures and practices

3 you ensure that you and the people with whom you work are aware of and contribute to the implementation of an effective violence against staff policy

4 you contribute to managing policies, systems, procedures and practices for physical intervention and its use

5 you contribute to the assessment and management of risk to individuals from their own behaviour and that of others

6 you monitor policies, systems, procedures and practices to identify if improvements are needed to risk assessments for individuals, key people and others within and outside the organisation

7 you support individuals, key people, staff and others within and outside your organisation to:
   a give feedback on risk management policies, systems, procedures and practices
   b indicate where and how improvements could be made.

Unit HSC42
Contribute to the development and maintenance of healthy and safe practices in the working environment (Level 4 core)

HSC42c
Contribute to the development of health, safety and security policies, procedures and practices

Performance criteria

You need to show that,
1 you contribute to the review and evaluation of health, safety and security policies, procedures and practices within your working environment
2 you support individuals, key people, staff and others within and outside your organisation to:
   a give feedback on health, safety and security policies, procedures and practices
   b indicate where and how improvement could be made
3 you identify areas of policy and practice that need improvement to ensure the safety, security and protection in the working environment
4 you record and report on your contribution to the development of health, safety and security policies, procedures and practices, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC42
Contribute to the development and maintenance of healthy and safe practices in the working environment (Level 4 core)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values
1   legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when contributing to the development and maintenance of healthy and safe practices in the working environment
2   methods and ways of working that:
    a support equality and diversity when contributing to the development and maintenance of healthy and safe practices in the working environment
    b are effective when dealing with, and challenging information, documents, systems, structures, procedures and practices that are discriminatory
    c are ethical and adhere to any codes of practice relevant to your work
    d respect other people's ideas, values and principles when contributing to the development and maintenance of healthy and safe practices in the working environment.

Legislation and organisational policy and procedures
3   codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when contributing to the development and maintenance of healthy and safe practices in the working environment
4   current local, UK and European legislation and organisational requirements, procedures and practices for:
    a data protection
    b health and safety
    c risk assessment and management
    d employment practices
    e protecting individuals from danger, harm and abuse
    f making and dealing with complaints and whistle blowing
    g multi-disciplinary and multi-agency working
    h your responsibility for keeping yourself, individuals and others safe
5   how to access, evaluate and influence organisational and workplace policies, procedures and systems on health, safety and security
6   key government initiatives which affect the organisational practices on health, safety and security
7   how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working.

Unit HSC42
Contribute to the development and maintenance of healthy and safe practices in the working environment (Level 4 core)

Theory and practice

8   how and where to access literature, information and support to inform your practice when developing and maintaining healthy and safe practices in the working environment

9   an up-to-date knowledge of the literature related to best practice in health, safety and security

10   an up-to-date knowledge of government reports, inquiries and research for health, safety and security in your working environment

11   theories of:
   a   stress and how it can affect behaviour
   b   health and safety
   c   risk assessment and management
   d   dealing with violence and aggression

12   methods of multi-disciplinary and multi-organisational working

13   physical and mental health conditions you are likely to have to deal with in your work with individuals, families, carers, groups and communities that might affect health, safety and security policies, procedures and practices

14   methods of supporting individuals, key people and others to assess and manage risks to their health and well-being

15   methods of supporting staff to work with individuals, key people and others to comply with legal and organisational health, safety and security requirements, policies, procedures and practices

16   methods for evaluating and developing health, safety and security policies, procedures and practices

17   how to monitor and promote health, safety and security

18   how to model good practice relating to health, safety and security

19   the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers

20   recording and reporting requirements for monitoring health, safety and security (including non-compliance) and for accidents and emergencies.

Unit HSC42
Contribute to the development and maintenance of healthy and safe practices in the working environment (Level 4 core)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 4
Unit number: HSC42
Unit title: Contribute to the development and maintenance of healthy and safe practices in the working environment

Evidence requirements for this unit:
You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:
Simulation is permitted for element HSC42a – Contribute to monitoring compliance with health, safety and security regulations and requirements only.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:
Observation is the **required** assessment method to be used to evidence some parts of each element in this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Unit HSC42
Contribute to the development and maintenance of healthy and safe practices in the working environment (Level 4 core)

Other sources of performance and knowledge evidence:
Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg risk assessments, policies and procedures.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg accident/incident reports.

- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg managing emergencies, assessment and management of risk.

- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Risk Management certificate, Health and Safety at Work certificate.

- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg planning, monitoring and reviewing policies, procedures and practice, involving others in risk assessments.

- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title HSC42a Contribute to monitoring compliance with health, safety and security regulations and requirements

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

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Form N/SVQ10
Evidence location and summary sheet

City&
Guilds

Candidate name

Unit/element number/title   HSC42b   Contribute to the development of systems to manage risk to self, staff and others

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)   (photocopy as required)

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Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC42c   Contribute to the development of health, safety and security policies, procedures and practices

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

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Unit HSC43
Take responsibility for the continuing professional development of self and others (Level 4 core)

Elements of competence

HSC43a   Take responsibility for own personal and professional development
HSC43b   Contribute to the personal and professional development of others

About this unit

This unit is about your own continuing professional development, and your contribution to sharing your learning, both in a supervisory capacity and as a role model to others.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Constructive feedback could be communicated: verbally, in written form, electronically, in other forms of communication. With individuals and key people communications should: use the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports; other non verbal forms of communication; human and technological aids to communication.

Development opportunities include: training; educational programmes; coaching; personal and professional support.

Supervision and support could be: formal; informal; provided from within your organisation; provided from outside your organisation.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work; your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service; the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently; the need to be able to solve problems and resolve conflicts; the need to be able to evaluate, assess situations and act appropriately; systems and processes within your own and across other organisations and the need for you to be able to work in collaboration with individuals[1], key people and others within and outside your organisation.

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1 If you are working with children and young people the term 'individuals' covers children and young people and 'key people' covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

Unit HSC43
Take responsibility for the continuing professional development of self and others (Level 4 core)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Constructive feedback
Comments about your strengths or areas that need developing, that are useful for improving your practice.

Development opportunities
Opportunities that enable you to develop and practice more effectively.

Personal and professional development
Knowledge and practice of any type that will enable you to develop within your job role both as a person and as a practitioner.

Others
Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Practice
Practice covers every aspect of the work you do including your skills, knowledge, attitudes and behaviour. It also involves experiences and personal beliefs that might affect your practice.

Reflect
This is the process of thinking about every aspect of your practice including identifying where and how it could be improved.

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2 The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC43
Take responsibility for the continuing professional development of self and others (Level 4 core)

Rights
The rights that individuals have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Supervision and support
This can be formal or informal support that is provided from within or outside your organisation.

Those with whom you work
The people with whom you work and for whom you have some responsibility within your job role.

Unit HSC43
Take responsibility for the continuing professional development of self and others (Level 4 core)

HSC43a
Take responsibility for own personal and professional development

Performance criteria

You need to show that,
1 you identify knowledge and **practice** that could impact on your work and inform your practice
2 you seek critical and constructive comment about your knowledge and practice from **those with whom you work**
3 you regularly monitor, evaluate and **reflect** on:
   a your own knowledge, methods and practice
   b the knowledge, methods and practice of **others**
   c your contribution to inter-agency and team working
   to establish how well and in what ways your own knowledge and practice could better meet service and practice needs
4 you seek **supervision and support** to assess the implications of using new knowledge, methods and practice in your work
5 you take responsibility for your own **personal and professional development**, seeking and accessing **development opportunities** to meet your needs
6 you keep up-to-date records of your own personal and professional development, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC43
Take responsibility for the continuing professional development of self and others (Level 4 core)

HSC43b
Contribute to the personal and professional development of others

Performance criteria

You need to show that,
1 you provide **constructive feedback** to enable others with whom you work to identify how their practice could better meet service and practice needs
2 you challenge poor practice:
   a constructively
   b in ways that safeguard individuals, key people and others within and outside your organisation
   c in ways that promote the use of best knowledge and evidence-based practice
3 you support others with whom you work to:
   a identify their personal and professional development needs
   b make use of mentoring, assessment and tutoring support
4 you provide personal support and act as a role model for others with whom you work, to enable them to develop their knowledge and practice
5 you identify and disseminate appropriately, information about new knowledge and evidence based practice that would be useful to others with whom you work
6 you identify development opportunities that meet the personal and professional development needs of others with whom you work and enable them to access qualifications
7 you record and report staff development and training within confidentiality agreements and according to legal and organisational requirements.

Unit HSC43
Take responsibility for the continuing professional development of self and others (Level 4 core)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values
1 up-to-date knowledge and practice of legal and organisational requirements for equality, diversity, discrimination, **rights**, confidentiality and sharing of information and to how update and develop your own, and the practice of other staff on these
2 how to access training and development to enable you to manage ethical dilemmas and conflicts for individuals, those who use services and staff.

Legislation and organisational policy and procedures
3 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when developing your own and the practice of colleagues
4 current local, UK and European legislation and organisational requirements, procedures and practices for:
   a data protection
   b employment practices
   c developing your own knowledge and skills and the personal and professional development of others
5 key government initiatives which affect organisational practices on:
   a the use of evidence and knowledge based practice
   b the training, education, supervision, support and appraisal of staff
   c the regulation of the workforce
6 how to access, evaluate and influence organisational and workplace policies, procedures and systems for personal and professional development
7 the purpose of and arrangements for you to provide and receive supervision and appraisal.

Unit HSC43
Take responsibility for the continuing professional development of self and others (Level 4 core)

Theory and practice

8   how and where to access literature, information and support to inform your own and colleague's personal and professional development

9   an up-to-date knowledge of the literature related to best practice in personal and professional development, reflective practice, supervision and support, challenging poor practice, training and support for yourself and colleagues

10   an up-to-date knowledge of government reports, inquiries and research relevant to personal and professional development in your area of work

11   lessons learned from inquiries into serious failure of health and social care practice, and from successful interventions

12   principles underpinning personal and professional development and reflective practice

13   how to work in partnership with individuals, key people and those within and outside your organisation to enable you to develop and enhance your knowledge and practice

14   styles and methods of learning that are appropriate to yourself and colleagues

15   approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts

16   methods of supporting staff to work with and support individuals, key people and others

17   how to challenge poor practice effectively

18   the differences between assessing, mentoring, appraisal, coaching and tutoring/teaching support

19   the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers

20   approaches to self-reflection and the reflective practice of others

21   the impact of stress and conflict on organisational, individual and team performance.

Unit HSC43
Take responsibility for the continuing professional development of self and others (Level 4 core)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 4
Unit number: HSC43
Unit title: Take responsibility for continuing professional development of self and others

Evidence requirements for this unit:
You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:
Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:
Observation is the **required** assessment method to be used to evidence some parts of each element in this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:
The following performance criteria may be difficult to evidence by observation:

HSC43b   performance criteria 2

Unit HSC43
Take responsibility for the continuing professional development of self and others (Level 4 core)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg staff development policies and procedures, supervision notes, minutes and training programmes.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg continuing professional development records, appraisals, supervision records.

- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg impact of stress and conflict on team performance, codes of practice and conduct.

- **Original certificates:** Certificates of training, D, A and V units/certificates, awards and records of attendance must be authentic, current and valid.
  Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Appraisal training certificate, Employment Practices training certificate.

- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg styles and methods of learning, challenging poor practice effectively, government initiatives which impact on organisational practice.

- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Candidate name

Unit/element number/title   HSC43a   Take responsibility for own personal and professional development

Item of evidence	Loc	Ref	Link to performance criteria (✓)																				Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)   (photocopy as required)

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Form N/SVQ10
Evidence location and summary sheet

City & Guilds

Candidate name

Unit/element number/title   HSC43b   Contribute to the personal and professional development of others

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

(photocopy as required)

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Unit HSC44
Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

Elements of competence

HSC44a   Develop and support practice that values and respects children and young people's rights and responsibilities
HSC44b   Develop and support practice that enables children and young people to express their views and preferences
HSC44c   Promote the protection of children and young people from harm and abuse

About this unit

For this unit you will need to develop, maintain and evaluate systems to promote life chances and well-being of children and young people.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

Communicate using: the child's/young person's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Unit HSC44

Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work; your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service; the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently; the need to be able to solve problems and resolve conflicts; the need to be able to evaluate, assess situations and act appropriately; systems and processes within your own and across other organisations and the need for you to be able to work in collaboration with individuals, key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They are embedded in this unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support
Support that encourages children and young people to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Carers
Any person who cares for the physical, social and mental well-being of the children.

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1 The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC44
Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

Children and young people
Children and young people from birth to 18 years of age who require health and care services and where the children and young people are 'looked after' or still eligible to receive children's/young people's services until they reach 21. If still in educational provision this age range can rise to 25. Where children and young people use advocates to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard covers the children and young people and their advocate.

Evidence based
Practice that is based on evidence, this may be research based evidence and/or knowledge based evidence.

Families
The people who are biologically related to children and young people and those who, through relationships, have become an accepted part of their family.

Information
Information will include any plans, care needs assessments, records and reports relevant to the children and young people's needs and preferences.

Harm
The short, medium and long term affects of a child/young person being physically or mentally injured or abused.

Level of development and understanding
Covers the cognitive, physical, social, emotional and intellectual developmental level of children and young people. It can be related to chronological age but where children and young people have disabilities and form of development may be delayed.

Life chances
Aspects of children's and young people's lives that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially.

Others
Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Parents
The biological and/or step parents of the children and young people.

Permanency
Aspects of children's and young people's lives that enable them to have stability and be able to plan for the future in the short, medium and long term ie until they are 21 or 25 if still in education.

Unit HSC44
Develop practice which promotes the involvement, well-being and protection of children and young people
(Level 4 core, Children and Young People)

Rights
The rights that children and young people have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Risks
The likelihood of danger, harm and/or abuse arising from anything or anyone.

Role model
When you illustrate best practice through your own behaviour, attitudes, actions and practice. It allows staff, children and young people and others to emulate your model.

Signs and symptoms
Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse.

Unit HSC44

Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

HSC44a
Develop and support practice that values and respects children and young people's rights and responsibilities

Performance criteria

You need to show that,

1 you use, and support **others** to use, **children's and young people's** preferred communication methods and language, taking into account their age, abilities and **level of development and understanding**

2 you develop and support practice that:
   a respects children's and young people's beliefs, culture, values and preferences
   b treats and values each child/young person as an individual
   c acknowledges the diversity of children and young people, their **parents, families** and **carers**
   d respects the dignity and privacy of children and young people, their parents, families and carers
   e takes seriously the children's and young people's preferences; taking account of their safety, security and any restrictions placed upon them, their parents, families and carers
   f provides **active support** for children and young people
   g provides **information** about children and young people's rights and responsibilities in a form that is appropriate to their age, abilities and level of development and understanding
   h promotes the participation and inclusion of all children and young people

3 you provide a positive **role model** that demonstrates respect, reliability and honesty

4 you challenge and take action to address discrimination and oppression by individuals and organisations

5 you promote children's and young people's rights to:
   a complain and you act on complaints in ways that are open, fair and consistent with legal and organisational requirements
   b secure independent advice, support and advocacy when decisions are being made about their lives and futures

6 you ensure information is disclosed only to those who have the right and need to know.

Unit HSC44

Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

HSC44b
Develop and support practice that enables children and young people to express their views and preferences

Performance criteria

You need to show that,
1   you provide up-to-date and accessible information to enable children and young people to make decisions about their views, needs, preferences, aspirations and expectations
2   you work in partnership with children and young people, parents, families, carers and people within and outside your organisation to promote the children's and young people's rights to be involved in decisions about their lives and well-being
3   you develop and support practice to enable children and young people to identify and take account of risks associated with their needs, views, preferences, aspirations and expectations
4   you develop and support practice which acknowledges and helps children and young people to address losses, dilemmas and conflicts they are, and have been faced with
5   you work with people within and outside your organisation to ensure:
    a that any limitations that have been placed upon parents, families and carers involvement with children and young people are adhered to
    b the contribution of parents, families and carers in meeting the children's and young people's needs, views, preferences, aspirations and expectations, taking account of any restrictions placed upon them
    c parents, families and carers receive the support they need to positively contribute to children and young people's health and well-being
6   you work actively within inter-agency and partnership agreements, as appropriate to your role, to:
    a support the care, **life chances** and **permanency** needed for children and young people
    b enable children and young people to access agreed services and facilities which promote their health, well-being, life chances and permanency.

Unit HSC44
Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

HSC44c
Promote the protection of children and young people from harm and abuse

Performance criteria

You need to show that,
1   you contribute to creating and maintaining an environment that enables children and young people to feel safe, secure and free from harm and abuse/bullying
2   you support parents, families and carers to understand, identify and cope with the effects of limitations and restrictions that are in place to manage identified **risks**
3   you support children and young people to identify and understand aspects of their lives, actions and behaviour, and those of others that could pose a risk to their personal safety and may lead to abuse
4   you ensure that your own practice, and that of others with whom you work:
    a   provides the necessary protection for children and young people
    b   recognises the vulnerability of children and young people to visual, written and electronic forms of communication and media
    c   challenges and takes appropriate action to recognise dangerous, abusive, discriminatory or exploitative behaviour
5   you work with children and young people to understand why it is necessary to set and maintain safe, consistent and understandable boundaries for them and others
6   you assess and take action to minimise and deal with risk where children and young people:
    a   are likely to become, or are involved in offending and offensive behaviour
    b   may be subjected to the offending and offensive behaviour of others
7   you contribute to the development of an open environment and relationships in which children and young people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
8   you take appropriate and immediate action, following legal and organisational procedures where you or others observe **signs and symptoms** of **danger, harm and abuse** or where this has been disclosed
9   you ensure that your own, and the actions of others; whilst giving priority to the protection of the child/young person; avoid actions and statements that could adversely affect the use of evidence in future investigations and court
10   you ensure that records and reports are timed, dated and completed:
    a   within confidentiality agreements
    b   according to legal and organisational requirements
    c   avoiding statements that could adversely affect the use of evidence in future investigations and court
11   you pass on relevant, accurate, reports and information about suspected abuse within confidentiality agreements and according to legal, organisational, inter-agency and partnership requirements
12   you observe, challenge and report on unsafe practice

Unit HSC44
Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

13   you seek advice, information, guidance and specialist support when you are unable to provide the support needed for the protection of individuals, key people and staff
14   you provide support to others to enable them to cope with thoughts and feelings about suspected harm and abuse and to develop practice
15   you develop strategies and systems to deal with your own thoughts and feelings and reflect on practices.

Unit HSC44
Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values
1   legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
2   knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
   a place the children and young person's preferences and best interests at the centre of everything you do
   b provide active support for the child/young person
   c recognise the uniqueness of the child/young person and their circumstances
   d empower children and young people to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
3   how to ensure that you and others for whom you are responsible protect the rights and the interests of children and young people taking account of any limitations on the child's/young person's rights and those of parents, families and carers
4   how to manage ethical dilemmas and conflicts for children and young people, those who use services and staff.

Unit HSC44
Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

Legislation and organisational policy and procedures

5 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when promoting the choice, well-being and protection of children and young people

6 current local, UK and European legislation and organisational requirements, procedures and practices for:
   a data protection
   b making and dealing with complaints
   c employment practices
   d child protection
   e the promotion and safeguarding of children and young people, including whistle blowing procedures
   f promoting secure and permanent relationships for children and young people
   g parental rights and responsibilities
   h multi-disciplinary and multi-agency working
   i working in integrated ways to promote children and young people's well-being

7 the philosophy and scope of children's legislation

8 standards of practice, and service standards and guidance about:
   a children and young people, advocates, families, carers, groups and communities
   b the protection of children and young people and parents, families and carers from danger, harm and abuse
   c your responsibility for keeping yourself, children and young people and others safe

9 frameworks and guidance for children and young people on:
   a assessment
   b education
   c health

10 key government initiatives to promote the well-being of children and young people, their families and communities

11 the purpose of and arrangements for you to provide and receive supervision and appraisal

12 how to access, evaluate and influence organisational and workplace policies, procedures and systems

13 how to access and record information, decisions and judgements about children and young people, electronically and manually.

Unit HSC44
Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

Theory and practice

14 how and where to access literature, information and support to inform your own and the practice of others when promoting the choice, well-being and protection of children and young people
15 an up-to-date knowledge of:
   a the literature related to best practice in promoting the choice, well-being and protection of children and young people
   b government reports, inquiries and research relevant to promoting the choice, well-being and protection of children and young people
   c government reports, inquiries and research into serious failures to protect children and young people, their parents, families and carers
16 theories of:
   a human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
   b identity and self-esteem
   c managing loss and change
   d conflicts and dilemmas
   e stress and how it can affect behaviour
   f power relationships and how these can be used and abused
   g motivation
   h engaging and stimulating children of all ages
   i inter-personal communication with children and young people, including those whose age or condition requires non-verbal inter-actions and communications
   j supervision and management in child protection
17 health, social, emotional, financial and environmental factors that affect the well-being of children and young people, families, groups and communities
18 acting as a mentor to assist staff to develop practice in:
   a effective communication and engagement with children and young people, their parents, families and carers
   b involving children and young people in assessing, planning, implementing, reviewing health and care services and plans, taking into account their needs, views, aspirations and expectations, in ways that are appropriate to the age of the child/young person and their development level and understanding
   c working with parents, families and carers to support the children and young people
   d working with children and young people who have been abused, bullied, persecuted, who are at risk of danger or harm, of becoming involved in offending behaviour
19 the impact of disruption, including placement disruption
20 support for children, young people and parents with additional needs
21 factors that cause risks and those that ensure safe and effective care for individuals
22 signs and symptoms of danger, harm and abuse

23 correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed and how to record and report incidents and disclosures

24 the types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence

25 the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers

26 how and where Information Communication Technologies can and should be used for carrying out your work activities and recording and reporting.

Unit HSC44
Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 4
Unit number: HSC44
Unit title: Develop practice which promotes the involvement, well-being and protection of children and young people

Evidence requirements for this unit:
You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:
Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:
Observation is the **required** assessment method to be used to evidence some parts of each element in this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for each element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:
The following performance criteria may be difficult to evidence by observation:

HSC44a   performance criteria 4
HSC44c   performance criteria 6, 8, 13

Unit HSC44

Develop practice which promotes the involvement, well-being and protection of children and young people (Level 4 core, Children and Young People)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.

- **Work products:** These are non-confidential records made, or contributed to, by you.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, letters, supervision records.

- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg strategies and systems to deal with feelings for yourself and others, how to reflect on practice and use a holistic person centred approach.

- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Diversity training certificate, Supervision training certificate, Safeguarding training/qualification.

- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg theories on human growth and development related to young people, mentoring staff.

- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Form N/SVQ10
Evidence location and summary sheet

City & Guilds

Candidate name

Unit/element number/title   HSC44a   Develop and support practice that values and respects children and young people's rights and responsibilities

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)   (photocopy as required)

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City&
Guilds

Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC44b   Develop and support practice that enables children and young people to express their views and preferences

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)   (photocopy as required)

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Form N/SVQ10
Evidence location and summary sheet

City&Guilds

Candidate name

Unit/element number/title   HSC44c   Promote the protection of children and young people from harm and abuse

Item of evidence	Loc	Ref	Link to performance criteria (✓)																				Link to scope/range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

(photocopy as required)

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Further information

Further information regarding centre/scheme approval or any aspect of assessment of our qualifications should be referred to the relevant City & Guilds regional/national office:

Region	Telephone	Facsimile
City & Guilds Scotland	0131 226 1556	0131 226 1558
City & Guilds North East	0191 402 5100	0191 402 5101
City & Guilds North West	01925 897900	01925 897925
City & Guilds Yorkshire	0113 380 8500	0113 380 8525
City & Guilds Wales	02920 748600	02920 748625
City & Guilds West Midlands	0121 359 6667	0121 359 7734
City & Guilds East Midlands	01773 842900	01773 833030
City & Guilds South West	01823 722200	01823 444231
City & Guilds London and South East	020 7294 2820	020 7294 2419
City & Guilds Southern	020 7294 2724	020 7294 2412
City & Guilds East	01480 308300	01480 308325
City & Guilds Northern Ireland/Ireland	028 9032 5689	028 9031 2917
City & Guilds Customer Relations Unit	020 7294 2800	020 7294 2400

Website **www.city-and-guilds.co.uk**

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