Level 3 SVQ in Health and Social Care (Adults) (3175)

Standards and assessment requirements

City & Guilds
1 Giltspur Street
London, EC1A 9DD
T +44 (0)20 7294 2468
F +44 (0)20 7294 2400
www.city-and-guilds.co.uk

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

The City & Guilds Group includes City & Guilds Pitman Qualifications, specialising in IT, office-based qualifications and English as a second language awards, and ILM (the Institute of Leadership & Management) providing management qualifications, learning materials and membership services. Land based qualifications are offered through NPTC, also part of the City & Guilds Group. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

General information about City & Guilds is available on our website **www.city-and-guilds.co.uk** or from our Customer Relations team at the address below or by phoning 020 7294 2800 or e-mailing **enquiry@city-and-guilds.co.uk**

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement 'Access to assessment' is available on our website or from the Customer Relations team.

City & Guilds publications are available from our Publication Sales department at the address below or by phoning 020 7294 2850 or faxing 020 7294 3387.

Level 3 SVQ in Health and Social Care (Adults) (3175)

Standards and assessment requirements

Version 1

This page is intentionally blank

Contents

Contents
Continued

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 Services 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 Body (SSB) responsible for having developed the National Occupational Standards (NOS) on which this N/SVQ is based is/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), in this case:

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

ENTO
Head Office
4th Floor
Kimberley House
47 Vaughan Way
Leicester LE1 3SG
T 0116 251 7279

Apprenticeship framework

The relevant Apprenticeship for this qualification is the Health and Social Care Apprenticeship Framework. Details of the current Framework provision are available on the websites of Skills for Health (www.sfh.org.uk) or the relevant national Social Care SSB (Standard Setting Body).

The Technical Certificate for this Framework is the 3245 Level 3 Certificate in Supporting Care Practice or any prescribed City & Guilds Level 3 Technical Certificate which supersedes this when the Health and Social Care Apprenticeship Framework is re-specified to reflect new qualification provision based on the revised National Occupational Standards.

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 Adults at Level 3 is relevant to those supporting adults of any age, 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.

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.

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, children and young people 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 the candidate 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 that covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by candidates.

The qualification structure and standards

The Level 3 qualification contains 4 core units. At Level 3 **all** candidates must undertake the 4 core units (one of which is contextualised to the Adults Pathway) plus 4 optional units.

The additional units are for continuing professional development (CPD) and do 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/102/8713	301	HSC31	Promote effective communication for and about individuals		
A/102/8714	302	HSC32	Promote, monitor and maintain health, safety and security in the working environment		
F/102/8715	303	HSC33	Reflect on and develop your practice		
L/102/8717	305	HSC35	Promote choice, well-being and the protection of all individuals		
Optional units					
R/102/8718	306	HSC36	Contribute to the assessment of children and young peoples' needs and the development of care plans		
Y/102/8719	307	HSC37	Care for and protect babies		
L/102/8720	308	HSC38	Support children and young people to manage their lives		
R/102/8721	309	HSC39	Support children and young people to achieve their educational potential		

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Optional units (continued)					
Y/102/8722	310	HSC310	Work with children and young people to prepare them for adulthood, citizenship and independence		
D/102/8723	311	HSC311	Support children and young people to develop and maintain supportive relationships		
H/102/8724	312	HSC312	Support the social, emotional and identify development of children and young people		
K/102/8725	313	HSC313	Work with children and young people to promote their own physical and mental health needs		
M/102/8726	314	HSC314	Care for a newly born baby when the mother is unable to do so		
T/102/8727	315	HSC315	Work with children and young people with additional requirements to meet their personal support needs		
A/102/8728	316	HSC316	Support the needs of children and young people with additional requirements		
F/102/8729	317	HSC317	Prepare your family and networks to provide a home for children and young people		
T/102/8730	318	HSC318	Provide a home for 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)					
A/102/8731	319	HSC319	Support families in their own home		
F/102/8732	320	HSC320	Support professional advice to help parents to interact with and take care of their newly born baby(ies)		
J/102/8733	321	HSC321	Support and encourage parents and guardians to care for babies during the first year of their lives		
J/101/7473	322	HSC322	Prepare, implement and evaluate group activities to address the offending behaviour of children and young people		Youth Justice A404 (Skills for Justice)
L/102/8734	323	HSC323	Contribute to child care practice in group living		
J/101/7389	324	HSC324	Process information relating to children and young people's offending behaviour		Youth Justice A101 (Skills for Justice)
R/102/8735	325	HSC325	Contribute to protecting children and young people from danger, harm and abuse		
Y/102/8736	326	HSC326	Contribute to the prevention and management of challenging behaviour in children and young people		
K/101/7465	327	HSC327	Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities		Youth Justice A410 (Skills for Justice)

U--number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Optional units (Adults)					
D/102/8737	328	HSC328	Contribute to care planning and review		
H/102/8738	329	HSC329	Contribute to planning, monitoring and reviewing the delivery of service for individuals		
K/102/8739	330	HSC330	Support individuals to access and use services and facilities		
D/102/8740	331	HSC331	Support individuals to develop and maintain social networks and relationships		
H/102/8741	332	HSC332	Support the social, emotional and identity needs of individuals		
K/102/8742	333	HSC333	Prepare your family and networks to support individuals requiring care		
M/102/8743	334	HSC334	Provide a home and family environment for individuals		
T/102/8744	335	HSC335	Contribute to the protection of individuals from harm and abuse		
L/101/5496	336	HSC336	Contribute to the prevention and management of abusive and aggressive behaviour		Community Justice CJ E203 (Skills for Justice) DANOS AB3 (Skills for Health)
A/102/8745	337	HSC337	Provide frameworks to help individuals to manage challenging behaviour		

U--number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Generic optional units					
F/102/8746	501	HSC338	Carry out screening and referral assessment		DANOS AF1 (Skills for Health)
J/102/8747	502	HSC339	Carry out assessment to identify and prioritise needs		DANOS AF2 (Skills for Health)
L/102/8748	503	HSC340	Carry out comprehensive substance misuse assessment		DANOS AF3 (Skills for Health)
R/102/8749	504	HSC341	Help individuals address their substance use through an action plan		DANOS AI2 (Skills for Health)
J/102/8750	505	HSC342	Assess and act upon immediate risk of danger to substance users		DANOS AB5 (Skills for Health)
L/102/8751	506	HSC343	Support individuals to live at home		
R/102/8752	507	HSC344	Support individuals to retain, regain and develop the skills to manage their lives and environment		
Y/102/8753	508	HSC345	Support individuals to manage their financial affairs	HSC346	
D/102/8754	509	HSC346	Support individuals to manage direct payments	HSC 345	
H/102/8755	510	HSC347	Help individuals to access employment		
K/102/8756	511	HSC348	Help individuals to access learning, training and development opportunities		
M/102/8757	512	HSC349	Enable individuals to access housing and accommodation		

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/102/8758	513	HSC350	Recognise, respect and support the spiritual well-being of individuals		
A/102/8759	514	HSC351	Plan, agree and implement development activities to meet individual needs		
M/102/8750	515	HSC352	Support individuals to continue therapies		
T/102/8761	516	HSC353	Interact with individuals using telecommunications		DANOS AA5 (Skills for Health)
J/102/8764	517	HSC354	Counsel individuals about their substance use using recognised theoretical models		DANOS AI1 (Skills for Health)
L/102/8765	518	HSC355	Counsel groups of individuals about their substance use using recognised theoretical models		DANOS AI3 (Skills for Health)
R/102/8766	519	HSC356	Support individuals to deal with relationship problems		
Y/102/8767	520	HSC357	Carry out extended feeding techniques to ensure individuals nutritional and fluid intake		Health CHS17 (Skills for Health)
D/102/8768	521	HSC358	Identify the individual at risk of skin breakdown and undertake the appropriate risk assessment		Health CHS4 (Skills for Health)
H/102/8769	522	HSC360	Move and position individuals		Health CHS6 (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)					
Y/102/8770	523	HSC361	Prepare for, and undertake physiological measurements		Health GEN6/CHS19 (Skills for Health)
D/102/8771	524	HSC362	Recognise indications of substance misuse and refer individuals to specialists		DANOS AA1 (Skills for Health)
H/102/8772	525	HSC363	Test for substance use		DANOS AE1 (Skills for Health)
K/102/8773	526	HSC364	Identify the physical health needs of individuals with mental health needs		Mental Health D5 (Skills for Health)
M/102/8774	527	HSC365	Raise awareness about substances, their use and effects		DANOS AD1 (Skills for Health)
T/102/8775	528	HSC366	Support individuals to represent their own needs and wishes at decision making forums	HSC367 HSC368	
A/102/8776	529	HSC367	Help individuals identify and access independent representation and advocacy	HSC366 HSC368	
F/102/8777	530	HSC368	Present individuals' needs and preferences	HSC366 HSC367	
J/102/8778	531	HSC369	Support individuals with specific communication needs	HSC370 HSC371	
L/102/8779	532	HSC370	Support individuals to communicate using technology	HSC369 HSC371	

U--number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Generic optional units (continued)					
F/102/8780	533	HSC371	Support individuals to communicate using interpreting and translation services	HSC369 HSC370	
J/102/8781	534	HSC372	Plan and implement programmes to enable individuals to find their way around familiar environments		
L/102/8782	535	HSC373	Plan and implement programmes to enable individuals to find their way around unfamiliar environments		
R/102/8783	536	HSC375	Administer medication to individuals		Health CHS3 (Skills for Health)
Y/102/8784	537	HSC376	Obtain venous blood samples		Health BDS11 (Skills for Health)
D/102/8785	538	HSC377	Encourage and support individuals undergoing dialysis therapy at home		Health CHS27 (Skills for Health)
H/102/8786	539	HSC378	Insert and secure urethral catheters and monitor and respond to effects of urethral catheterisation		Health CHS8 (Skills for Health)
U/105/4594	540	HSC379	Support individuals who are substance users		DANOS AB2 (Skills for Health)
K/102/8787	541	HSC380	Supply and exchange injecting equipment for individuals		DANOS AH3 (Skills for Health)
M/102/8788	542	HSC381	Support individuals through detoxification programmes		DANOS AH7 (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/102/8789	543	HSC382	Support individuals to prepare for, adapt to and manage change	HSC383	
K/102/8790	544	HSC383	Prepare and support individuals to move and settle into new living environments	HSC382	
M/102/8791	545	HSC384	Support individuals through bereavement		
T/102/8792	546	HSC385	Support individuals through process of dying		
U/105/0862	547	HSC386	Assist in the transfer of individuals between agencies and services		DANOS AG3 (Skills for Health)
A/102/8793	548	HSC387	Work in collaboration with carers in the caring role		
F/102/8794	549	HSC388	Relate to families, parents and carers		
J/102/8795	550	HSC389	Work with carers, families and key people to maintain contact with individuals		
L/102/8796	551	HSC390	Support families in maintaining relationships in their wider social structures and environments		Mental Health C9 (Skills for Health)
R/102/8797	552	HSC391	Provide services to those affected by someone else's substance use		DANOS AB7 (Skills for Health)
Y/102/8798	553	HSC392	Work with families, carers and individuals during times of crisis		Mental Health C10 (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)					
D/102/8799	554	HSC393	Prepare, implement and evaluate agreed therapeutic group activities		
J/102/8800	555	HSC394	Contribute to the development and running of support groups		
L/102/8801	556	HSC395	Contribute to assessing and act upon risk of danger, harm and abuse		
R/102/8802	557	HSC396	Enable people with mental health needs to develop coping strategies		Mental Health H3 (Skills for Health)
L/102/5154	558	HSC397	Reinforce positive behavioural goals during relationships with individuals		Community Justice CJ D306 (Skills for Justice), Mental Health F5 (Skills for Health)
Y/102/8803	559	HSC398	Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour		
R/10/5497	560	HSC399	Develop and sustain effective working relationships with staff in other agencies		Mental Health N3 (Skills for Health)
D/102/8804	561	HSC3100	Participate in inter-disciplinary team working to support individuals		
H/102/8805	562	HSC3101	Help develop community networks and partnerships		

U–number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Generic optional units (continued)					
K/102/8806	563	HSC3102	Work with community networks and partnerships		
M/102/8807	564	HSC3103	Contribute to raising awareness of health issues		
T/102/8808	565	HSC3104	Support the development of networks to meet assessed needs and planned outcomes		Social Work 7 (Topss)
A/102/8809	566	HSC3105	Contribute to the recruitment and placement of volunteers		Voluntary Sector C2 (NCVO)
M/102/8810	567	HSC3106	Plan, organise and monitor the work of volunteers		Voluntary Sector D1 (NCVO)
T/102/8811	568	HSC3107	Lead and motivate volunteers		Voluntary Sector D2 (NCVO)
A/102/8812	569	HSC3108	Facilitate learning through presentation and activities		DANOS AA1 (Skills for Health)
U/101/9492	570	HSC3109	Facilitate group learning		DANOS AD3 (Skills for Health)
F/102/8813	571	HSC3110	Support colleagues to relate to individuals		
Additional units					
L/102/8698	601	HSC374*	Provide first aid to an individual needing emergency assistance		Health CHS35 (Skills for Health)
L/102/8815	602	HSC3111	Promote the equality, diversity, rights and responsibilities of individuals		

U--number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Additional units (continued)					
Y/102/8817	603	HSC3112	Support individuals to identify and promote their own health and social well-being		
D/102/8818	604	HSC3113	Support and enable individuals undergoing renal dialysis to contribute to their own health and well-being		Health CHS28/CHS29 (Skills for Health)
H/102/8819	605	HSC3114	Promote the needs, rights, interests and responsibilities of individuals within the community		
Y/102/8820	606	HSC3115	Receive, analyse, process, use and store information		
D/102/8821	607	HSC3116	Contribute to promoting a culture that values and respects the diversity of individuals		
T/102/2829	608	HSC3117	Conduct an assessment of risks in the workplace		ENTO Unit G Employment National Training Organisation
H/102/8822	609	HSC3118	Respond to work-related violent incidents		ENTO Unit W8 Employment National Training Organisation
K/102/8823	610	HSC3119	Promote the values and principles underpinning best practice		Mental Health A3 (Skills for Health)

U--number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Additional units (continued)					
A/101/4361	611	HSC3120	Support competence achieved in the workplace		Learning and development L20 (Employment National Training Organisation)
M/102/8824	612	HSC3121	Contribute to promoting the effectiveness of teams		Learning and development L20 (Employment National Training Organisation)

* Note: Unit 374 has been deleted as an optional unit and now appears as an additional unit.

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 a hard copy to candidates on registration.

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

Mapping of old standards to new
This qualification replaces the 3152-31 and 3152-35 Level 3 NVQ and the 3155 Level 3 SVQ in Care.

There are no opportunities for direct transfer of units from the old to the new qualifications. Centres must use the APEL assessment method to confirm transferability of any existing evidence to units in the new N/SVQ structure.

Assessment method requirements

The guidance in this section is based on and amplifies the assessment strategy developed for the N/SVQ in Health and Social Care Level 3 (Adults).

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 HSC336 Contribute to the prevention and management of abusive and aggressive behaviour (CJ E203).

Unit HSC364 Identify the physical health needs of individuals with mental health needs (Mental health Unit D5).

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 candidates' 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) usually does not have to be covered, only those aspects which directly relate to the candidates' work roles.

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

In order to complete these qualification 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 person 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 adults' 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 adults 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 the 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 verifiers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

Simulation
Simulation is only allowed in a very few units within this N/SVQ, eg:

Unit HSC32 Promote, monitor and maintain health, safety and security in the working environment (element c 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 the security or safety of candidates, individuals, key people 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 adults' 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 in Health and Social Care Level 3 (Adults).

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, 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 National Occupational Standards 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 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 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/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 maintains records 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 users' (adults) 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 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 Guidance Updates for City & Guilds Care, Health and Community centres.

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/range 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 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 can 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 subheadings 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 available on the next page.

Form N/SVQ12
Summary of achievement

N/SVQ Level 3 N/SVQ in Health and Social Care (Adults)

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)
HSC31	Promote effective communication for and about individuals						
HSC32	Promote, monitor and maintain health, safety and security in the working environment						
HSC33	Reflect on and develop your practice						
HSC35	Promote choice, well-being and the protection of all individuals						

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)

34 **Level 3 SVQ in Health and Social Care (Adults) (3175)**

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   Sally Smart

Assessor name   Dave Jolly

Unit number/s and title/s   HSC31 Promote effective communication for and about individuals

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
15.02.05	Plan1 As this will be the first N/SVQ unit that Sally has done she would like to concentrate on the completion of this unit first. We agreed that I will conduct holistic observations so that we can cross-reference evidence into other units at a later date. Sally is to gain client consent for the planned observations which I must do as this is a core unit. After going through the performance criteria, scope and knowledge to identify evidence gathering opportunities, we agreed that Sally will:		
	• ask Shakira Khan (E.W.) for E.W.T. re: contribution to team meeting that I was not at on 10.01.05		Ref 1
	• bring in her assignment on communication done for her City & Guilds VRQ Supporting Care Practice 3245-03. I will check for currency and match to the knowledge specifications. I made it clear that I will still need to see that Sally can apply this learning to her current practice.		Ref 2
	• discuss with J the possibility of her giving a witness testimony about Sally's communication with her and her family.		Ref 3
	• gain consent for me to observe Sally on her usual shift on 20.02.05		Ref 4
	Review meeting agreed for 27.02.05		
20.02.05	*Observation* of Sally after checking consent had been gained. Sally was confident, reassuring and displayed excellent interpersonal skills. Gave positive feedback to her about which p.c.s she had evidenced. Sally will record the observation onto a Performance Evidence Record (PER) and we discussed how to write not only what she had done, but also record why. This will contribute towards providing some clearly recorded knowledge evidence. Asked oral questions which I will record, with the responses, ready for next review date.	SS DJ	Ref 4 Ref 5

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
27.02.05	Unfortunately meeting postponed due to ill health rearranged for 29.02.05	SS DJ	
29.02.05	**Review** Read and matched the EWT from Shakira to requirements.		Ref 1
	Read and identified what k&u the communication assignment can provide.		Ref 2
	Listened to and accepted a very detailed account spoken by J which gave sufficient information to allow matching to some performance criteria. I had previously discussed with J the purpose of her account.		Ref 3
	Read and accepted the accuracy of Sally's record of my observation. Recorded the questions and Sally's answers.		Ref 4 Ref 5
	Entered all this evidence onto the Evidence Location Sheets (ELS) so that we can track progress and identify gaps to ensure precise re-planning. Demonstrated how these work so Sally could understand holistic assessment a little better.		
	Plan 2 We still need further evidence to show the consistency of Sally's practice and to cover some outstanding pc's. Agreed that I will observe Sally again with a different individual on 03.03.05. – Sally will check this is OK with them. Sally will show me the care plan records she completes. These must not be placed in the portfolio as they are confidential and therefore the claims to competence will be entered directly onto the ELS.		Ref 6 Ref 7
	I will question Sally about the legal and organisational policies and procedures that affect what she does after the observation. Next review date.	SS DJ	Ref 5
03.03.05	**Observation** Sally and I checked it was still OK with K for me to observe. Sally performed really well; she was patient and considerate with the individual who can present challenging behaviour on occasions. (This will provide some evidence for HSC32 which I will match to the requirements after this unit is complete.)		Ref 6
	Checked confidential product evidence – care plan records – all completed appropriately – legible and correct avoiding value judgements. Sally to write up record of my observation on PER for the next review. Questions asked about what policy and procedure and legislation applied to this situation – answered fully. I will record on Question Sheet ready for next review.		Ref 7 Ref 5

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
14.03.05	*Review* Read and accepted the PER as a faithful record of the observation I did on 03.03.05. Sally had missed a couple of evidence opportunities so I added them in at the bottom of the page. All evidence entered onto ELS. Checked that all pc's, ku and sufficient scope covered and that all required dates and signatures were complete and accurate. This unit is now complete as there is sufficient, current, valid, reliable, authentic evidence to demonstrate consistent competent practice. Agreed to meet on 18.03.05 to cross-reference evidence presented for this unit to other units.	Dave Jolly Sally Smart	Ref 6

The above is an accurate record of the discussion

Candidate signature   *S Smart*   Date   14.03.05

Assessor signature   *D Jolly*   Date   14.03.05

(photocopy as required)

Form N/SVQ7
Performance evidence record

<div style="text-align: right">

City & Guilds

</div>

N/SVQ/unit   Health and Social Care Level 3

Candidate name   Sally Smart

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: HSC31

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:** 20.02.04	**Links to**	
Unit ref	**Element ref**	**PC ref**	**Performance evidence**	**Scope/ range ref**	**Knowl/ u/stand ref**
31	a	2+3	T has had hearing difficulties from birth, which has resulted in delayed speech development. He communicates through speech, although this can be difficult to understand. He also uses British Sign Language to assist him when needed and appropriate.	NA	
31	b	1	T had agreed that Dave could observe me discussing and preparing for his next Care Plan Review. I double-checked this was still OK and then we went and found a private and quiet room to ensure that there was minimal background noise that could interfere with our communication. I made sure that the light was		2 16
31	c	1	appropriate and that I sat in front of him so he could see		12
31	c	2	my face clearly. This is important as T also lip reads. I		
31	b	2+4	checked with him that he had his hearing aid on and that it was working. T indicated that this was something he wanted to talk about.		
			I got out T's file which I had retrieved from the office system. This would remind both of us about what had already been discussed and agreed and how things had moved on. We discussed a wide range of areas, looking		
31	a	1	carefully at T's experiences, feelings and needs/wants. T		
31	a	6a,b	has recently needed to change his hearing aid as he has had many problems with it. This has caused T a great deal of distress as he has found it difficult to		2 3
31	a	5	communicate with others. He had found this particularly difficult with one new member of staff. We agreed what would be the easiest methods for him and staff/group in		
31	a	3	the short term whilst the aid was being sorted. We		
31	a	1	agreed how this would be shared and how I would		3
31	d	2	advocate on his behalf regarding problems with the		
31	d	3	hearing aid.		

Unit ref	Element ref	PC ref	Performance evidence	Scope/ range ref	Knowl/ u/stand ref
31	b	3+6	I used this situation to also discuss some complaints received from other residents. I watched T's facial expressions and his body language to gauge his reaction. I also made sure he was clear about what I had said, summarising and reflecting back throughout. I		
31	b	5	made sure that my own verbal and non-verbal		15
31	b	4	communication was appropriate and demonstrated sensitivity and active listening.		
31	b	6+8	T was clearly upset and it took me some time to get a calm response. I explained to T that his actions had been perceived as aggressive by some other residents.		9
			We agreed that there needed to be a change in the way in which he expressed himself in group situations when		14
31	c	4	he was feeling upset or frustrated. T felt that recent problems with communication had made him very short tempered. We discussed this at length and I recorded the important points.		
			It is important to ensure everything is recorded clearly and factually to ensure that rights and responsibilities are explicit. Group living can be challenging and		1
31	d	5a,b,c	everyone has rights and responsibilities to ensure balance. I used the correct documentation in line with		
31	d	7	legal and our organisational requirements. Throughout I kept showing T what was written to check his understanding and to ensure he was happy with what I		5
31	b	10	had written. I made sure it was factually correct and indicated where it was opinion so that there was no confusion for anyone else who might need to use the records.		18
			Summarised our agreement and made sure T knows he has my understanding support to make the changes.		19
31	d	2+8	I returned T's file to the office, filed it correctly and securely to ensure confidentiality. I discussed the matter with my senior and we agreed that I would discuss with the team at hand over.		

I confirm that the evidence listed is true.

Assessor/Expert/Witness* signature	D Jolly	Date	20.02.05

*delete as appropriate

Candidate signature	S Smart	Date	20.02.05

Assessor signature	D Jolly	Date	20.02.05

Internal Verifier signature and date (if sampled)

(photocopy as required)

Form N/SVQ8
Questioning record

City & Guilds

Ref. 5

N/SVQ/unit   HSC31 Promote effective communication for and about individuals

Candidate name   Sally Smart

Links to: unit/element/ pc/scope/range/ knowledge	Assessor's questioning record	
	Questions	**Answers**
K1+4	How do you keep up to date with the legal and organisational requirements for working with individuals who have particular language and communication preferences?	Staff file which includes • legislation • organisational policy • codes of practice • good practice, ideas/articles Team Meeting • agenda item to which I always try to contribute by bringing in articles from a journal I read. 29/02/05

The above is an accurate record of the questioning.

Assessor signature   *D Jolly*   Date   14.03.05

Internal Verifier signature and date (if sampled)

(photocopy as required)

Candidate name   Sally Smart

Unit/element number/title   HSC31a   Identify ways to communicate effectively

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		
Assignment	P	2																					N/A	1, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19
Witness Testimony	P	3	✓	✓	✓		✓	✓ (a,b)																N/A	2, 3
Observation/reflective account	P	4	✓	✓	✓		✓																	N/A	2, 3, 12, 16
Questions	P	5																						N/A	1, 4
Observation/reflective account	P	6	✓	✓	✓	✓	✓	✓																N/A	7, 15, 17, 18, 19
Records	O	7	✓																					N/A	2, 4, 5, 6, 8

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/SVQs:
- The SVQ Criteria and Guidance for Awarding Bodies (SQA) or the NVQ Code of Practice (QCA)
- Assessing NVQs (QCA)
- Internally Verifying NVQs (QCA)
- City & Guilds Guidance on Internal Verification of N/SVQs
- Providing City & Guilds Qualifications (Care, Health & 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 and explanations of the terms used in this qualification are provided in the Key Words and Concepts section in every unit in which they appear.

This page is intentionally blank

Key/Core Skills mapping

Mapping of the Key Skills and the Core Skills for this qualification are shown on pages 45-106.

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 3 Key Skills

Key Skills component	What you must do
Application of number Level 3	
N3.1	Plan an activity and get relevant information from relevant sources
N3.2	Use this information to carry out multi-stage calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae
N3.3	Interpret the results of your calculations, present your findings and justify your methods
Communication Level 3	
C3.1a	Take part in a group discussion
C3.1b	Make a formal presentation of at least eight minutes using an image or other support material
C3.2	Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1,000 words long
C3.3	Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1,000 words long
Improving Own Learning and Performance Level 3	
LP3.1	Set targets using information from appropriate people and plan how these will be met
LP3.2	Take responsibility for your learning, using your plan to help meet targets and improve your performance
LP3.3	Review progress and establish evidence of your achievements

Key Skills component

What you must do

ICT Level 3

ICT3.1	Search for information, using different sources, and multiple search criteria in at least one case
ICT3.2	Enter and develop the information and derive new information
ICT3.3	Present combined information such as text with image, text with number, image with number

Problem Solving Level 3

PS3.1	Explore a problem and identify different ways of tackling it
PS3.2	Plan and implement at least one way of solving the problem
PS3.3	Check if the problem has been solved and review your approach to problem solving

Working with Others Level 3

WO3.1	Plan work with others
WO3.2	Seek to develop co-operation and check progress towards your agreed objectives
WO3.3	Review work with others and agree ways of improving collaborative work in the future

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 11-23 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			Working with Others	Problem Solving	Improving Own Learning Performance
	Comms	Application of Number	ICT			
Health and Social Care Level 3 core units						
Unit HSC31 Promote effective communication for and about individuals (Communication, level 3 core)						
HSC31 a Identify ways to communicate effectively	C3.1a C3.2¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	x
HSC31 b Communicate effectively on difficult, complex and sensitive issues	C3.1a C3.3¹	X	X	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
HSC31 c Support individuals to communicate	C3.1a	X	X	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
HSC31 d Update and maintain records and reports	C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 3 core units (continued)						
Unit HSC32 Promote, monitor and maintain health, safety and security in the working environment (Health and Safety, level 3 core)						
HSC32a Monitor and maintain the safety and security of the working environment	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
HSC32b Promote health and safety in the working environment	C3.1a C3.2¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
HSC32c Minimise risks arising from emergencies	C3.1a C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC33 Reflect on and develop your practice (Personal and Professional Development, level 3 core)						
HSC33a Reflect on your practice	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.1 LP3.2 LP3.3

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 3 core units (continued)						
Unit HSC33 Reflect on and develop your practice (Personal and Professional Development, level 3 core) (continued)						
HSC33b Take action to enhance your practice	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.1 LP3.2 LP3.3
Unit HSC34 Promote the well-being and protection of children and young people (Children and Young People, Principles of Care, level 3 core)						
HSC34a Work with children and young people in ways that promote their rights and responsibilities	C3.1a	X	X	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X
HSC34b Support children and young people to express their views and preferences about their health and well-being	C3.1a	X	X	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
HSC34c Contribute to the protection of children and young people	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

| NOS | Key Skills | | | | | |
---	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 3 core units (continued)						
Unit HSC35 Promote choice, well-being and the protection of all individuals (Adult, Principles of Care, level 3 core)						
HSC35a Develop supportive relationships that promote choice and independence	C3.1a C3.2[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
HSC35b Respect the diversity and difference of individuals and key people	C3.1a	X	X	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X
HSC35c Support the protection of all individuals	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Health and Social Care (Children and Young People) Specific Level 3 optional units						
Unit HSC36 Contribute to the assessment of children and young peoples' needs and the development of care plans	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 3 core units (continued)						
Unit HSC37 Care for and protect babies	C3.1a C3.2¹ C3.3¹	N3.1 N3.2a,b	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Health and Social Care (Children and Young People) Specific Level 3 optional units						
Unit HSC38 Support children and young people to manage their lives	C3.1a C3.2¹	N3.1 N3.2a,b N3.3	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC39 Support children and young people to achieve their educational potential	C3.1a C3.2¹ C3.3¹	N3.1 N3.2 N3.3	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	x
Unit HSC310 Work with children and young people to prepare them for adulthood, citizenship and independence	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC311 Support children and young people to develop and maintain supportive relationships	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	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 3 optional units (continued)						
Unit HSC312 Support the social, emotional and identity development of children and young people	C3.1a C3.2¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC313 Work with children and young people to promote their own physical and mental health needs	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC314 Care for a newly born baby when the mother is unable to do so	C3.1a C3.2¹ C3.3¹	*N3.1* *N3.2a,b*	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	X
Unit HSC315 Work with children and young people with additional requirements to meet their personal support needs	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.1 LP3.2 LP3.3
Unit HSC316 Support the needs of children and young people with additional requirements	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	*LP3.2*

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 3 optional units (continued)						
Unit HSC317 Prepare your family and networks to provide a home for children and young people	C3.1a C3.2[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.1 LP3.2 LP3.3
Health and Social Care (Children and Young People) Specific Level 3 optional units						
Unit HSC318 Provide a home for children and young people	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC319 Support families in their own home	C3.1a C3.2[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC320 Support professional advice to help parents to interact with and take care of their newly born baby(ies)	C3.1a C3.2[1] C3.3[1]	N3.1 N3.2a,b	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC321 Support and encourage parents and guardians to care for babies during the first year of their lives	C3.1a C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	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 3 optional units (continued)						
Unit HSC322 Prepare, implement and evaluate group activities to address the offending behaviour of children and young people	C3.1a C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.1 LP3.2 LP3.3
Unit HSC323 Contribute to child care practice in group living	C3.1a C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC324 Process information relating to children and young people's offending behaviour	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC325 Contribute to protecting children and young people from danger, harm and abuse	C3.1a C3.2[1] C3.3	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC326 Contribute to the prevention and management of challenging behaviour in children and young people	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	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 3 optional units (continued)						
Unit HSC327 Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities	C3.1a	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Health and Social Care (Adults) Specific Level 3 optional units						
Unit HSC328 Contribute to care planning and review	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC329 Contribute to planning, monitoring and reviewing the delivery of service for individuals	C3.1a C3.2[1] C3.3[1]	N3.1 *N3.2a,b,c* N3.3	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	X
Unit HSC330 Support individuals to access and use services and facilities	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC331 Support individuals to develop and maintain social networks and relationships	C3.1a C3.2[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care (Adults) Specific Level 3 optional units						
Unit HSC332 Support the social, emotional and identity needs of individuals	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC333 Prepare your family and networks to support individuals requiring care	C3.1a C3.2[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.1 LP3.2 LP3.3
Unit HSC334 Provide a home and family environment for individuals	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC335 Contribute to the protection of individuals from harm and abuse	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC336 Contribute to the prevention and management of abusive and aggressive behaviour	C3.1 C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	L3.2

Health and Social Care (Adults) Specific Level 3 optional units (continued)

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Unit HSC337 Provide frameworks to help individuals to manage challenging behaviour	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

Health and Social Care Generic Level 3 optional units

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Unit HSC338 Carry out screening and referral assessment	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.2
Unit HSC339 Carry out assessment to identify and prioritise needs	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC340 Carry out comprehensive substance misuse assessment	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC341 Help individuals address their substance use through an action plan	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

NOS	Key Skills						
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 3 optional units (continued)						
Unit HSC342 Assess and act upon immediate risk of danger to substance users	C3.1a C3.2[1] C3.3[1]	N1.1 N1.2a,b	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC343 Support individuals to live at home	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC344 Support individuals to retain, regain and develop the skills to manage their lives and environment	C3.1a C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC345 Support individuals to manage their financial affairs	C3.1a C3.2[1] C3.3[1]	N3.1 N3.2a,b,c N3.3	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC346 Support individuals to manage direct payments	C3.1a C3.2[1] C3.3[1]	N3.1 N3.2a,b,c N3.3	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 3 optional units (continued)						
Unit HSC347 Help individuals to access employment	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	X
Unit HSC348 Help individuals to access learning, training and development opportunities	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	X
Health and Social Care Generic Level 3 optional units						
Unit HSC349 Enable individuals to access housing and accommodation	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	X
Unit HSC350 Recognise, respect and support the spiritual well-being of individuals	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	*L3.2*
Unit HSC351 Plan, agree and implement development activities to meet individual needs	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

| | Key Skills | | | | | |
NOS	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 3 optional units (continued)						
Unit HSC352 Support individuals to continue therapies	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.1 LP3.2
Unit HSC353 Interact with individuals using telecommunications	C3.1a C3.3[1]	X	X	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	X
Unit HSC354 Counsel individuals about their substance use using recognised theoretical models	C3.1a C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.2
Unit HSC355 Counsel groups of individuals about their substance use using recognised theoretical models	C3.1a C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	LP3.1 LP3.2
Unit HSC356 Support individuals to deal with relationship problems	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 3 optional units (continued)						
Unit HSC357 Carry out extended feeding techniques to ensure individuals nutritional and fluid intake	C3.1a C3.3[1]	N3.1 N3.2a,b,d N3.3	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC358 Identify the individual at risk of skin breakdown and undertake the appropriate risk assessment	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC360 Move and position individuals	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC361 Prepare for, and undertake physiological measurements	C3.1a C3.2[1] C3.3[1]	N3.1 N3.2a,b,c,d N3.3	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC362 Recognise indications of substance misuse and refer individuals to specialists	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.1 LP3.2 LP3.3

| NOS | Key Skills | | | | | | |
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 3 optional units (continued)						
Unit HSC363 Test for substance use	C3.1a C3.2¹ C3.3¹	N3.1 N3.2a,b,c,d N3.3	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC364 Identify the physical health needs of individuals with mental health needs	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	X	LP3.1 LP3.2 LP3.3
Unit HSC365 Raise awareness about substances, their use and effects	C3.1a	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.1 LP3.2 LP3.3
Unit HSC366 Support individuals to represent their own needs and wishes at decision making forums	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC367 Help individuals identify and access independent representation and advocacy	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 3 optional units (continued)						
Unit HSC368 Present individuals' needs and preferences	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC369 Support individuals with specific communication needs	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X
Unit HSC370 Support individuals to communicate using technology	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC371 Support individuals to communicate using interpreting and translation services	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	X
Unit HSC372 Plan and implement programmes to enable individuals to find their way around familiar environments	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.2

Health and Social Care Generic Level 3 optional units (continued)

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Unit HSC373 Plan and implement programmes to enable individuals to find their way around unfamiliar environments	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.2
Unit HSC375 Administer medication to individuals	C3.1a C3.2¹	N3.1 N3.2a,b,c,d N3.3	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC376 Obtain venous blood samples	C3.1a C3.2¹ C3.3¹	N3.1 N3.2a,b N3.3	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC377 Encourage and support individuals undergoing dialysis therapy at home	C3.1a C3.2¹	N3.1 N3.2a,b N3.3	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC378 Insert and secure urethral catheters and monitor and respond to the effects of urethral catheterisation	C3.1a C3.2¹ C3.3¹	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

Health and Social Care Generic Level 3 optional units (continued)

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Unit HSC379 Support individuals who are substance users	C3.1a C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC380 Supply and exchange injecting equipment for individuals	C3.1a C3.3[1]	N3.1 N3.2a,b,c N3.3	*	WO3.1 WO3.2 WO3.3	X	X
Unit HSC381 Support individuals through detoxification programmes	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	X	X
Unit HSC382 Support individuals to prepare for, adapt to and manage change	C3.1a C3.2[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X
Unit HSC383 Prepare and support individuals to move and settle into new living environments	C3.1a C3.2[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 3 optional units (continued)						
Unit HSC384 Support individuals through bereavement	C3.1a C3.2[1]	X	X	WO3.1 WO3.2 WO3.3	PS3.1	X
Unit HSC385 Support individuals through the process of dying	C3.1a C3.2[1] C3.3[1]	X	X	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X
Unit HSC386 Assist in the transfer of individuals between agencies and services	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC387 Work in collaboration with carers in the caring role	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X
Unit HSC388 Relate to families, parents and carers	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X

Health and Social Care Generic Level 3 optional units (continued)

NOS	Key Skills					Improving Own Learning Performance
	Comms	Application of Number	ICT	Working with Others	Problem Solving	
Unit HSC389 Work with carers, families and key people to maintain contact with individuals	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X
Unit HSC390 Support families in maintaining relationships in their wider social structures and environments	C3.1a C3.2[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X
Unit HSC391 Provide services to those affected by someone else's substance use	C3.1a C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	X	X
Unit HSC392 Work with families, carers and individuals during times of crisis	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X
Unit HSC393 Prepare, implement and evaluate agreed therapeutic group activities	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 3 optional units (continued)						
Unit HSC394 Contribute to the development and running of support groups	C3.1a C3.2[1]	N2.2a,b,c,d	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC395 Contribute to assessing and act upon risk of danger, harm and abuse	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC396 Enable people with mental health needs to develop coping strategies	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC397 Reinforce positive behavioural goals during relationships with individuals	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.2
Unit HSC398 Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

Health and Social Care Generic Level 3 optional units (continued)

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Unit HSC399 Develop and sustain effective working relationships with staff in other agencies	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.2
Unit HSC3100 Participate in inter-disciplinary team working to support individuals	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X
Unit HSC3101 Help develop community networks and partnerships	C3.1a C3.2[1] C3.3[1]	N2.2a,b,c,d	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC3102 Work with community networks and partnerships	C3.1a C3.2[1] C3.3[1]	N2.2a,b,c,d	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC3103 Contribute to raising awareness of health issues	C3.1a C3.2[1] C3.3[1]	N2.2c	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 3 optional units (continued)						
Unit HSC3104 Support the development of networks to meet assessed needs and planned outcomes	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC3105 Contribute to the recruitment and placement of volunteers	C3.1a C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	X	X
Unit HSC3106 Plan, organise and monitor the work of volunteers	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.1 LP3.2
Unit HSC3107 Lead and motivate volunteers	C3.1a C3.2[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC3108 Facilitate learning through presentation and activities	C3.1a,b C3.2[1]	X	*	WO3.1 WO3.2 WO3.3	X	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Generic Level 3 optional units (continued)						
Unit HSC3109 Facilitate group learning	C3.1a	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	X
Unit HSC3110 Support colleagues to relate to individuals	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Health and Social Care Level 3 additional units across both routes						
Unit HSC374 Provide first aid to an individual needing emergency assistance	C3.1a	X	X	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	X
Unit HSC3111 Promote the equality, diversity, rights and responsibilities of individuals	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	X	X
Unit HSC3112 Support individuals to identify and promote their own health and social well-being	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 3 additional units across both routes (continued)						
Unit HSC3113 Support and enable individuals undergoing renal dialysis to contribute to their own health and well-being	C3.1a	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	X
Unit HSC3114 Promote the needs, rights, interests and responsibilities of individuals within the community	C3.1a C3.2[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 *PS3.3*	X
Unit HSC3115 Receive, analyse, process, use and store information	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC3116 Contribute to promoting a culture that values and respects the diversity of individuals	C3.1a C3.2[1]	X	X	WO3.1 WO3.2 WO3.3	PS3.1	X
Unit HSC3117 Conduct an assessment of risks in the workplace	*C3.1a* C3.2[1] C3.3[1]	X	*	X	PS3.1 PS3.2	LP3.2

Key Skills

NOS	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 3 additional units across both routes (continued)						
Unit HSC3118 Respond to work-related violent incidents	C3.1a C3.3[1]	X	X	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	X
Unit HSC3119 Promote the values and principles underpinning best practice	C3.1a C3.2[1] C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2	LP3.1 LP3.2 LP3.3
Unit HSC3120 Support competence achieved in the workplace	C3.1a C3.3[1]	X	*	WO3.1 WO3.2 WO3.3	X	X
Unit HSC3121 Contribute to promoting the effectiveness of teams	C3.1a C3.2[1]	X	X	WO3.1 WO3.2 WO3.3	PS3.1 PS3.2 PS3.3	LP3.1 LP3.2 LP3.3

Level 3 Core Skills

Communication (Oral Communication) Intermediate 1 (I1)

a   Use of vocabulary and language structures is mainly appropriate to purpose and audience

b   The communication conveys appropriate information, opinions and/or ideas

c   Basic skill in sequencing and linking information, opinions and/or ideas is shown

d   Delivery takes account of situation and audience

e   Responses take account of the contributions of others

Numeracy (Using Graphical Information) Intermediate 1 (I1)

a   Read and use a straightforward scale

b   Interpret straightforward graphical information

c   Communicate straightforward graphical information

Numeracy (Using Number) Intermediate 1 (I1)

a   Work confidently with basic numerical notation

b   Decide the operations to be carried out

c   Carry out calculations

Using Information Technology Intermediate 1 (I1)

a   Make effective use of a computer system

b   Apply skills from a range of application areas to process familiar data

c   Carry out simple searches to extract and present relevant information from a straightforward electronic data source

Working with Others Intermediate 1 (I1)

a | Identify components of the task and allocate responsibilities taking account of preferences/strengths

b | Seek and provide support from/to others

c | Identify strengths and weaknesses of own contribution and justify by referring to supporting evidence

Problem Solving (Critical Thinking) Intermediate 1 (I1)

a | Identify the main features involved in the situation or issue

b | Select an approach to deal with the situation or issue

Problem Solving (Planning and Organising) Intermediate 1 (I1)

a | Develop a plan

b | Identify and obtain resources to carry out the plan

c | Carry out the task

Problem Solving (Reviewing and Evaluating) Intermediate 1 (I1)

a | Identify the strengths and weaknesses of the strategy clearly referring to the supporting evidence

b | Draw a conclusion

Communication (Written Communication – Writing) Intermediate 2 (I2)

a | The techniques are appropriate to the writer's purpose and audience and are used consistently and effectively

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

c | Structure takes account of purpose and audience and clearly delineates the points it presents

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

Communication (Oral Communication) Intermediate 2 (I2)

a   Use of vocabulary and a range of spoken language structures is appropriate to purpose and audience

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

c   Skill in sequencing and linking information, opinions and/or ideas is shown

d   Delivery takes account of situation and audience

e   Responses take account of the contributions of others

Health and Social Care Level 3 core units

Unit HSC31 Promote effective communication for and about individuals (Communication, level 3 core)

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
HSC31 a Identify ways to communicate effectively	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	X
HSC31 b Communicate effectively on difficult, complex and sensitive issues	X	X	I2a I2b I2c I2d I2e	X	X	X	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	X
HSC31 c Support individuals to communicate	X	X	I2a I2b I2c I2d I2e	X	X	X	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	X

| | Core Skills | | | | | | | | | |
| | Communication | | | Numeracy | | Using IT | Working with others | Problem Solving | | Reviewing and evaluation |
NOS	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Health and Social Care Level 3 core units (continued)										
Unit HSC31 Promote effective communication for and about individuals (Communication, level 3 core) (continued)										
HSC31d Update and maintain records and reports	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b *I1c*^{1}	I1a I1b	X	X
Unit HSC32 Promote, monitor and maintain health, safety and security in the working environment (Health and Safety, level 3 core)										
HSC32a Monitor and maintain the safety and security of the working environment	I1a I1b I1c I1d	*I2a* *I2b* *I2c* *I2d*	I2a I2b I2c I2d I2e	X	X	*	I1a I1b *I1c*^{1}	I1a I1b	X	*I1a* *I1b*

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 Level 3 core units (continued)

Unit HSC32 Promote, monitor and maintain health, safety and security in the working environment (Health and Safety, level 3 core) (continued)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
HSC32b Promote health and safety in the working environment	X	X	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c^1	I1a I1b	X	I1a I1b
HSC32c Minimise risks arising from emergencies	X	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c^1	I1a I1b	X	I1a I1b

Unit HSC33 Reflect on and develop your practice (Personal and Professional Development, level 3 core)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
HSC33a Reflect on your practice	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c^1	I1a I1b	I1a I1b^2 I1c	I1a I1b

Core Skills

NOS	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 Level 3 core units (continued)										
Unit HSC33 Reflect on and develop your practice (Personal and Professional Development, level 3 core) (continued)										
HSC33b Take action to enhance your practice	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b
Unit HSC34 Promote the well-being and protection of children and young people (Children and Young People, Principles of Care, level 3 core)										
HSC34a Work with children and young people in ways that promote their rights and responsibilities	X	X	I2a I2b I2c I2d I2e	X	X	X	I1a I1b I1c[1]	I1a I1b	X	I1a I1b
HSC34b Support children and young people to express their views and preferences about their health and well-being	X	X	I2a I2b I2c I2d I2e	X	X	X	I1a I1b I1c[1]	I1a I1b	X	I1a I1b

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 3 core units (continued)

Unit HSC34 Promote the well-being and protection of children and young people (Children and Young People, Principles of Care, level 3 core) (continued)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
HSC34c Contribute to the protection of children and young people	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b

Unit HSC35 Promote choice, well-being and the protection of all individuals (Adult, Principles of Care, level 3 core)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
HSC35a Develop supportive relationships that promote choice and independence	X	X	I2a I2b I2c I2d I2e	X	X	X	I1a I1b I1c[1]	I1a I1b	X	I1a I1b
HSC35b Respect the diversity and difference of individuals and key people	X	X	I2a I2b I2c I2d I2e	X	X	X	I1a I1b I1c[1]	I1a I1b	X	I1a I1b

Health and Social Care Level 3 core units (continued)

Unit HSC35 Promote choice, well-being and the protection of all individuals (Adult, Principles of Care, level 3 core) (continued)

NOS	Core Skills					Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Communication			Numeracy				Critical thinking	Planning and Organisation	
	Reading	Writing	Oral	Graphical	Number					
HSC35c Support the protection of individuals	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b

Health and Social Care (Children and Young People) Specific Level 3 optional units

NOS	Core Skills					Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Communication			Numeracy				Critical thinking	Planning and Organisation	
	Reading	Writing	Oral	Graphical	Number					
Unit HSC36 Contribute to the assessment of children and young peoples' needs and the development of care plans	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b
Unit HSC37 Care for and protect babies	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	I1a I1b I1c	I1a I1b I1c	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b

	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	
Health and Social Care (Children and Young People) Specific Level 3 optional units (continued)										
Unit HSC38 Support children and young people to manage their lives	I1a I1b I1c I1d	X	I2a I2b I2c I2d I2e	X	I1a I1b I1c	*	I1a I1b $I1c^1$	I1a I1b	I1a $I1b^2$ I1c	X
Unit HSC39 Support children and young people to achieve their educational potential	I1a I1b I1c I1d	X	I2a I2b I2c I2d I2e	X	X	*	I1a I1b $I1c^1$	I1a I1b	I1a $I1b^2$ I1c	I1a I1b
Unit HSC310 Work with children and young people to prepare them for adulthood, citizenship and independence	I1a I1b I1c I1d	X	I2a I2b I2c I2d I2e	X	X	*	I1a I1b $I1c^1$	I1a I1b	X	X

Health and Social Care (Children and Young People) Specific Level 3 optional units (continued)

NOS	Communication			Numeracy		Using IT	Working with others	Problem Solving		
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC311 Support children and young people to develop and maintain supportive relationships	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c¹	I1a I1b	X	I1a I1b
Unit HSC312 Support the social, emotional and identity development of children and young people	I1a I1b I1c I1d	X	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c¹	I1a I1b	X	I1a I1b
Unit HSC313 Work with children and young people to promote their own physical and mental health needs	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c	I1a I1b	X	I1a I1b

Health and Social Care (Children and Young People) Specific Level 3 optional units (continued)

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	
Unit HSC314 Care for a newly born baby when the mother is unable to do so	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	I1a I1b I1c I1d	I1a I1b I1c I1d	*	I1a I1b I1c	I1a I1b	X	I1a I1b
Unit HSC315 Work with children and young people with additional requirements to meet their personal support needs	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c	I1a I1b	I1a I1b^2 I1c	I1a I1b
Unit HSC316 Support the needs of children and young people with additional requirements	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c	I1a I1b	I1a I1b^2 I1c	I1a I1b

Health and Social Care (Children and Young People) Specific Level 3 optional units (continued)

NOS	Core Skills					Using IT	Working with others	Problem Solving		
	Communication			Numeracy						
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC317 Prepare your family and networks to provide a home for children and young people	I1a I1b I1c I1d	X	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b
Unit HSC318 Provide a home for children and young people	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	X
Unit HSC319 Support families in their own home	I1a I1b I1c I1d	X	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b

Health and Social Care (Children and Young People) Specific Level 3 optional units (continued)

NOS	Core Skills							Problem Solving		
	Communication			Numeracy		Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number					
Unit HSC320 Support professional advice to help parents to interact with and take care of their newly born baby(ies)	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b $I1c^1$	I1a I1b	I1a $I1b^2$ I1c	X
Unit HSC321 Support and encourage parents and guardians to care for babies during the first year of their lives	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b $I1c^1$	I1a I1b	X	X
Unit HSC323 Contribute to child care practice in group living	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b $I1c^1$	I1a I1b	I1a $I1b^2$ I1c	X

| | Core Skills | | | | | | Problem Solving | | | |
| NOS | Communication | | | Numeracy | | Using IT | Working with others | Critical thinking | Planning and Organisation | Reviewing and evaluation |
	Reading	Writing	Oral	Graphical	Number					
Health and Social Care (Children and Young People) Specific Level 3 optional units (continued)										
Unit HSC325 Contribute to protecting children and young people from danger, harm and abuse	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b
Unit HSC326 Contribute to the prevention and management of challenging behaviour in children and young people	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	X
Health and Social Care (Adults) Specific Level 3 optional units										
Unit HSC328 Contribute to care planning and review	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b

Health and Social Care (Adults) Specific Level 3 optional units (continued)

NOS	Core Skills					Using IT	Working with others	Problem Solving		
	Communication			Numeracy				Critical thinking	Planning and Organisation	Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number					
Unit HSC329 Contribute to planning, monitoring and reviewing the delivery of service for individuals	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	I1a I1b I1c	I1a I1b I1c	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b
Unit HSC330 Support individuals to access and use services and facilities	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b
Unit HSC331 Support individuals to develop and maintain social networks and relationships	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b

| | Core Skills | | | | | | | Problem Solving | | |
| | Communication | | | Numeracy | | Using IT | Working with others | Critical thinking | Planning and Organisation | Reviewing and evaluation |
NOS	Reading	Writing	Oral	Graphical	Number					
Health and Social Care (Adults) Specific Level 3 optional units (continued)										
Unit HSC332 Support the social, emotional and identity needs of individuals	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b
Unit HSC333 Prepare your family and networks to support individuals requiring care	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b
Unit HSC334 Provide a home and family environment for individuals	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b

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

Health and Social Care (Adults) Specific Level 3 optional units (continued)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC335 Contribute to the protection of individuals from harm and abuse	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	*I1a* *I1b*
Unit HSC337 Provide frameworks to help individuals to manage challenging behaviour	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b

Health and Social Care Generic Level 3 optional units

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC340 Support individuals to live at home	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a *I1b[2]* *I1c*	I1a I1b

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	

Health and Social Care Generic Level 3 optional units (continued)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC341 Support individuals to retain, regain and develop the skills to manage their lives and environment	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b
Unit HSC342 Support individuals to manage their financial affairs	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	I2a I2b I2c	I2a I2b I2c	*	I1a I1b I1c[1]	I1a I1b	X	X
Unit HSC343 Support individuals to manage direct payments	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	I2a I2b I2c	I2a I2b I2c	*	I1a I1b I1c[1]	I1a I1b	X	X

Core Skills										
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
NOS	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Health and Social Care Generic Level 3 optional units (continued)										
Unit HSC344 Help individuals to access employment	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c^1	I1a I1b	I1a I1b^2 I1c	X
Unit HSC345 Help individuals to access learning, training and development opportunities	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c^1	I1a I1b	I1a I1b^2 I1c	X
Unit HSC346 Enable individuals to access housing and accommodation	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c^1	I1a I1b	I1a I1b^2 I1c	X

Health and Social Care Generic Level 3 optional units (continued)

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
Unit HSC347 Recognise, respect and support the spiritual well-being of individuals	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b
Unit HSC348 Plan, agree and implement development activities to meet individual needs	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b
Unit HSC349 Support individuals to continue therapies	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b

NOS	Core Skills									
	Communication			Numeracy		Using IT	Problem Solving			
	Reading	Writing	Oral	Graphical	Number		Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Health and Social Care Generic Level 3 optional units (continued)										
Unit HSC353 Support individuals to deal with relationship problems	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a *I1b[2]* *I1c*	I1a I1b
Unit HSC364 Support individuals to represent their own needs and wishes at decision making forums	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a *I1b[2]* *I1c*	I1a I1b
Unit HSC365 Help individuals identify and access independent representation and advocacy	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b

Health and Social Care Generic Level 3 optional units (continued)

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	
Unit HSC366 Present individuals' needs and preferences	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b
Unit HSC367 Support individuals with specific communication needs	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b
Unit HSC368 Support individuals to communicate using technology	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b

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 3 optional units (continued)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC369 Support individuals to communicate using interpreting and translation services	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b
Unit HSC370 Plan and implement programmes to enable individuals to find their way around familiar environments	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	*I1a* I1b[2] I1c	I1a I1b
Unit HSC371 Plan and implement programmes to enable individuals to find their way around unfamiliar environments	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b

Health and Social Care Generic Level 3 optional units (continued)

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
Unit HSC380 Support individuals to prepare for, adapt to and manage change	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b
Unit HSC381 Prepare and support individuals to move and settle into new living environments	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b
Unit HSC382 Support individuals through bereavement	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	X

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 3 optional units (continued)										
Unit HSC383 Support individuals through the process of dying	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c¹	I1a I1b	X	X
Unit HSC385 Work in collaboration with carers in the caring role	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c¹	I1a I1b	I1a I1b² I1c	I1a I1b
Unit HSC386 Relate to families, parents and carers	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c¹	I1a I1b	X	I1a I1b

| | Core Skills | | | | | | | | | |
| | Communication | | | Numeracy | | Using IT | Working with others | Problem Solving | | |
NOS	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	Reviewing and evaluation
Health and Social Care Generic Level 3 optional units (continued)										
Unit HSC387 Work with carers, families and key people to maintain contact with individuals	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	X
Unit HSC390 Prepare, implement and evaluate agreed therapeutic group activities	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	*I1a* I1b[2] I1c	I1a I1b
Unit HSC391 Contribute to the development and running of support groups	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	I1a I1b I1c	*	I1a I1b I1c[1]	I1a I1b	*I1a* I1b[2] I1c	I1a I1b

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 3 optional units (continued)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC392 Contribute to assessing and act upon risk of danger, harm and abuse	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c^{1}	I1a I1b	X	I1a I1b
Unit HSC395 Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c^{1}	I1a I1b	X	I1a I1b
Unit HSC397 Participate in inter-disciplinary team working to support individuals	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c^{1}	I1a I1b	*I1a* I1b^{2} I1c	X

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 3 optional units (continued)										
Unit HSC398 Help develop community networks and partnerships	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	I1a I1b I1c	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b
Unit HSC399 Work with community networks and partnerships	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	I1a I1b I1c	*	I1a I1b I1c[1]	I1a I1b	X	X
Unit HSC3100 Contribute to raising awareness of health issues	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	*I1a* I1b[2] I1c	I1a I1b

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 Level 3 additional units											
Unit HSC3107 Support colleagues to relate to individuals	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b
Unit HSC3108 Promote the equality, diversity, rights and responsibilities of individuals	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	X
Unit HSC3109 Support individuals to identify and promote their own health and social well-being	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	I1a I1b[2] I1c	I1a I1b

Health and Social Care Level 3 additional units (continued)

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
Unit HSC3111 Promote the needs, rights, interests and responsibilities of individuals within the community	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	X
Unit HSC3112 Receive, analyse, process, use and store information	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	X
Unit HSC3113 Contribute to promoting a culture that values and respects the diversity of individuals	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c[1]	I1a I1b	X	I1a I1b

NOS	Core Skills									
	Communication			Numeracy		Using IT	Problem Solving			
	Reading	Writing	Oral	Graphical	Number		Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Health and Social Care Level 3 additional units										
Unit HSC3118 Contribute to promoting the effectiveness of teams	I1a I1b I1c I1d	I2a I2b I2c I2d	I2a I2b I2c I2d I2e	X	X	*	I1a I1b I1c^1	I1a I1b	I1a I1b^2 I1c	I1a I1b

Unit HSC31
Promote effective communication for and about individuals (Level 3 core)

Elements of competence

HSC31a   Identify ways to communicate effectively
HSC31b   Communicate effectively on difficult, complex and sensitive issues
HSC31c   Support individuals to communicate
HSC31d   Update and maintain records and reports

About this unit

For this unit you need to identify ways of communicating on difficult, complex and sensitive issues; support others to communicate and update and maintain records and reports.

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: 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.

Difficult, complex and sensitive communications are likely to be: distressing; traumatic; frightening; threatening; pose a risk to and/or have serious implications for the individuals and/or key people; communications that might be difficult to understand and assimilate; communications on sensitive issues would include issues of a personal nature.

Extra support can include the use of: key people; interpreters; translators; signers; specialist equipment to aid the individuals' communication abilities.

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

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals, key people in their lives and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Unit HSC31
Promote effective communication for and about individuals (Level 3 core)

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. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 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.

Arrange
Arranging the environment, furniture etc to enable effective communication.

Communication and language needs and preferences
Are the individuals' needs and preferences in terms of their preferred language and ways of communicating with you, and you communicating and responding to them.

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.

---

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'

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

Reactions
Reactions include non-verbal and verbal cues that indicate that the individual is distressed, does not understand etc.

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 that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Specific aids
Specific aids that will enable individuals with speaking, sight or hearing difficulties, additional needs or learning difficulties, to receive and respond to information.

Unit HSC31
Promote effective communication for and about individuals (Level 3 core)

HSC31a
Identify ways to communicate effectively

Performance criteria

You need to show that,
1   you obtain, record and pass on information about the **individual's communication and language needs and preferences**
2   you work with individuals to understand their preferred methods of communication and language and ensure that any **specific aids** they require are available
3   you identify different styles and methods of communicating to meet the needs and preferences of individuals and key people
4   you seek information and advice from **key people** where:
    a   you have difficulty communicating with individuals using their preferred communication methods and language
    b   the issues to be communicated are outside your expertise
5   you seek information on:
    a   the issues to be communicated with the individuals and key people
    b   how to deal with any potential reactions to the communication
6   you change your approach and seek additional help:
    a   to meet the individual's changing needs
    b   where the communication methods are inappropriate or ineffective.

Unit HSC31
Promote effective communication for and about individuals (Level 3 core)

Communicate effectively on difficult, complex and sensitive issues

Performance criteria

You need to show that,
1   you select, use and **arrange** the environment to facilitate effective communication and aid understanding
2   you check that individuals have the appropriate support to communicate their views, wishes and preferences
3   you use appropriate styles and methods of communicating to meet the needs and preferences of individuals and key people
4   you communicate in ways which:
     a are sensitive to the individual's needs, concerns and reactions
     b are appropriate to the content and purpose of the communication
5   you give individuals sufficient time to understand the content of the communication
6   you observe and respond appropriately to the individual's **reactions** during communications
7   you work with individuals to help clarify any misunderstandings
8   you support individuals to deal with the content and their reactions to the communication
9   you take appropriate action when individuals' reactions to the information may result in risk or harm to the individual, **others** and yourself
10   you record and report the processes and outcomes from the communication according to confidentiality agreement and legal and organisational requirements.

Unit HSC31
Promote effective communication for and about individuals (Level 3 core)

HSC31c
Support individuals to communicate

Performance criteria

You need to show that,
1   you support individuals to:
    a express how they want to communicate with others
    b communicate using their preferred methods of communication and language
2   you ensure that any specific aids are set up to enable individuals to communicate
3   you support others who are communicating with individuals to:
    a understand them
    b communicate using, or through others that are able to use, the individuals'
       preferred methods of communication and language
4   you encourage individuals to:
    a engage with others and to respond appropriately
    b express their feelings and emotions in acceptable ways
    c overcome barriers to communication
    d find alternative methods of communication.

Unit HSC31
Promote effective communication for and about individuals (Level 3 core)

HSC31d
Update and maintain records and reports

Performance criteria

You need to show that,
1   you identify legal and organisational requirements and procedures for recording and reporting on individuals
2   you identify, record and pass on information about the individual's communication and language needs
3   you seek permission from the appropriate people to access records
4   you access and update records and reports on your work with the individuals accurately, comprehensively and according to legal, organisational procedures and requirements
5   you record and report:
    a any signs and symptoms that indicate a change in the condition and care needs of the individual and in their support requirements
    b any decisions you have made and actions you have taken about the individual's support needs and condition
    c any conflicts that have arisen and actions taken to resolve these
6   you record and report any difficulties you have in accessing and updating records and reports
7   you involve and support individuals to contribute and understand records and reports concerning them
8   you ensure the security and access to records and reports are according to confidentiality agreements and legal and organisational procedures.

Unit HSC31

Promote effective communication for and about individuals (Level 3 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 and **rights:**
   a relating to individuals' and key people's language and communication preferences
   b on equal treatment for language and communication
   c when completing records and reports
2 how to provide **active support** to enable individuals and key people to communicate their needs, views and preferences using their preferred method and media of communication and language
3 methods and ways of communicating that:
   a support equality and diversity
   b are effective when dealing with, and challenging discrimination when communicating with, individuals and key people.

Legislation and organisational policy and procedures
4 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when communicating on difficult, complex and sensitive issues and recording and reporting
5 current local, UK and European legislation and organisational requirements, procedures and practices for:
   a accessing records and information about an individual's communication and language needs and preferences
   b recording, reporting, confidentiality and sharing information, including data protection
   c communicating with individuals.

Theories and practice

6   where to go and the best ways to find out about and get advice about individuals' communication and language needs, wishes and preferences

7   how and where to access information and support that can inform your knowledge and practice about communication and language skills

8   theories relevant to the individuals with whom you work, about:

 a human growth and development and its affect on communication and language skills and abilities

 b in relation to specific conditions in your area of practice that can affect communication and language of individuals and key people

 c how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work

 d power and how it can be used and abused when communicating on difficult, sensitive and complex issues

9   factors that can affect the communication skills, abilities and development of the individuals with whom you are working and any resultant behaviour that might occur

10   methods to support individuals to communicate

11   specific aids to communication that may be used in your area of work

12   how to arrange the environment and position yourself to maximise communication and interaction

13   conflicts and dilemmas created by difficulties in communication and language in your area of work

14   how to work with, and resolve conflicts that you are likely to meet when communicating with individuals and key people

15   the skills, styles and methods of communicating difficult, complex and sensitive messages and how to deal with the outcomes

16   the environments that are most appropriate for communicating difficult, complex and sensitive messages

17   where, why and how to access permission to access records and reports

18   the difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals

19   how to, and why you need to complete records accurately, completely and in ways that can be understood by those who need to access and use the records and reports.

Unit HSC31
Promote effective communication for and about individuals (Level 3 core)

Unit evidence requirements

Award title: SVQ Health and Social Care Level 3
Unit number: HSC31
Unit title: Promote effective communication for and about individuals

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:

HSC31a   performance criteria 5
HSC31b   performance criteria 9

Unit HSC31
Promote effective communication for and about individuals (Level 3 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 non-confidential diary entries.

- **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 assessor records in your portfolio eg individual care plans/reviews.

- **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 confidentiality, data protection, organisational policy and procedure.

- **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 Record Keeping training certificate, Effective Communication 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 how and in what ways you have provided active support, using methods that are effective and support equality and diversity.

- **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.

This page is intentionally blank

Form N/SVQ10
Evidence location and summary sheet

City&
Guilds

Candidate name

Unit/element number/title   HSC31 a   Identify ways to communicate effectively

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)

This page is intentionally blank

Form N/SVQ10
Evidence location and summary sheet

City&
Guilds

Candidate name

Unit/element number/title   HSC31b   Communicate effectively on difficult, complex and sensitive issues

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)

This page is intentionally blank

Form N/SVQ10
Evidence location and summary sheet

City&Guilds

Candidate name

Unit/element number/title   HSC31c   Support individuals to communicate

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)

This page is intentionally blank

Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC31d   Update and maintain 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)

(photocopy as required)

This page is intentionally blank

Unit HSC32
Promote, monitor and maintain health, safety and security in the working environment (Level 3 core)

Elements of competence

HSC32a   Monitor and maintain the safety and security of the working environment
HSC32b   Promote health and safety in the working environment
HSC32c   Minimise risks arising from emergencies

About this unit

For this unit you are required to keep yourself, individuals and others for whom you are responsible, safe and secure within your working environment and minimise risks arising from emergencies.

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.

Incidents could include: intruders; chemical spillages; lost keys, purses etc, missing individuals; individuals locked out; contamination risk; aggressive and dangerous encounters; bomb scares.

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; the possibility of injury and harm to people.

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

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 others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Unit HSC32
Promote, monitor and maintain health, safety and security in the working environment (Level 3 core)

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. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 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.

Emergencies
Immediate and threatening danger to individuals and others.

Hazards
Something with the potential to cause harm.

Incidents
Occurrences that require immediate attention to avoid possible danger and harm to people, goods and/or the environment.

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.

---

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'

Promote, monitor and maintain health, safety and
security in the working environment (Level 3 core)

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

Right to enter
Those people who have a right to be on the property, it excludes people who may
have a court order against them and those who have no need to be on the premises.

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 that meets their needs, takes account of their choices and
  also protects them
* access information about themselves
* communicate using their preferred methods of communication and language.

Risk assessments
A document that identifies actual and potential risks and specifies actions related to
specific activities and functions.

Risks
The likelihood of the hazards potential being realised.

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

Unit HSC32
Promote, monitor and maintain health, safety and security in the working environment (Level 3 core)

HSC32a
Monitor and maintain the safety and security of **the working environment**

Performance criteria

You need to show that,
1 you follow organisational safety and security procedures
2 you check people's **right to enter**, be in and around the premises and the environment in which you are working
3 you take appropriate actions to deal with people who do not have a right to enter, be in and around the premises and the environment in which you are working
4 before starting and during work activities, you identify and minimise health, safety and security **risks**, seeking additional support where necessary
5 you monitor work areas and **working practices** to ensure that they:
   a are safe and free from **hazards**
   b conform to legal and organisational requirements for health and safety
6 you take account of **individuals'** needs, wishes, preferences and choices, whilst ensuring your own and the safety of individuals, **key people** and **others** when carrying out your work activities
7 you take appropriate action, following legal and organisational requirements, to:
   a ensure that equipment and materials are used and stored correctly and safely
   b deal with the spillage of hazardous and non hazardous materials
   c dispose of waste immediately and safely
8 you follow, and support others to understand and follow correct safety procedures
9 you report health and safety issues to the appropriate people and complete health, safety and security records, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC32

Promote, monitor and maintain health, safety and security in the working environment (Level 3 core)

HSC32b
Promote health and safety in the working environment

Performance criteria

You need to show that,

1 you identify and work with others to identify, minimise and manage potential risks and hazards in the working environment and when undertaking work activities
2 you operate within the limits of your own role and responsibilities, in relation to health and safety
3 you use, and support others to use:
   a safe procedures and techniques for moving and handling
   b approved methods and procedures when carrying out potentially hazardous work activities
   c appropriate **risk assessments**
4 you identify and report, encourage and support others to identify and report any issues in the working environment, that may put yourself and others at risk
5 you act as a role model in promoting health, safety and security
6 you take appropriate action where there is the likelihood of an **accident** or injury
7 you ensure that the appropriate people know where you are at all times
8 you support others to complete health and safety records correctly.

Unit HSC32
Promote, monitor and maintain health, safety and security in the working environment (Level 3 core)

HSC32c
Minimise risks arising from emergencies

Performance criteria

You need to show that,
1 you take appropriate and immediate action to deal with health and environmental **emergencies** and **incidents**, summoning assistance immediately when this is necessary
2 you identify and make informed decisions about actions to take when risk factors and hazards may cause an incident or emergency
3 you provide ongoing support and assistance within your own competence until someone who is qualified to deal with the emergency is available
4 you make the area around the person with the emergency as private and safe as possible
5 you follow, and help others to follow, the correct safety procedures in incidents and emergencies
6 you offer appropriate support to others involved in the incident and emergency
7 you record and report on incidents and emergencies accurately, completely, within confidentiality agreements, and according to organisational and legal requirements.

Unit HSC32

Promote, monitor and maintain health, safety and security in the working environment (Level 3 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 and **rights** when working with individuals, key people and others when monitoring and promoting health and safety
2   how to provide **active support** and promote individuals' rights, choices and well-being whilst promoting healthy and safe working practices and minimising risks from incidents and emergencies.

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 in relation to health, safety and dealing with incidents and emergencies
4   current local, UK and European legislation and organisational requirements, procedures and practices for:
    a   data protection, including recording, reporting, storage, security and sharing of information
    b   risk assessment and management
    c   the protection of yourself, individuals, key people and others from danger, harm and abuse
    d   monitoring and maintaining health, safety and security in the working environment
    e   dealing with incidents and emergencies
5   the purpose of, and arrangements for supervision when involved in incidents and emergencies.

Unit HSC32
Promote, monitor and maintain health, safety and security in the working environment (Level 3 core)

Theory and practice

6   how and where to access information and support that can inform your practice on health, safety and dealing with incidents and emergencies
7   the effects of stress and distress on yourself, individuals, key people and others
8   conditions and issues you are likely to face in your work with individuals and key people
9   methods of supporting individuals to:
   a express their needs and preferences
   b understand and take responsibility for promoting their own health and care
   c assess and manage risks to their health and well-being
10   how to work with, and resolve conflicts that you are likely to meet
11   methods of:
   a monitoring activities and the environment to minimise risk and keep the environment free from hazards
   b storing different equipment and materials safely and securely
   c minimising the risk of contamination and infection
12   how to deal and work with hazardous and non-hazardous materials, equipment and waste, in order to minimise the risks of contamination and danger to yourself, individuals, key people and others with whom you work and are responsible for
13   procedures, techniques and the differing types of equipment to enable you to lift, move and handle people, materials and items safely
14   how to assess risks to yourself, individuals, key people and others
15   the type of security and health incidents and emergencies that might happen in your area of work and working environment
16   the appropriate action to take for different security and health incidents and emergencies
17   your own capabilities to deal with an accident and emergency, and when and how to summon additional help
18   how to promote health and safety to others, including the modelling of good practice.

Unit HSC32
Promote, monitor and maintain health, safety and security in the working environment (Level 3 core)

Unit evidence requirements

Award title: SVQ Health and Social Care Level 3
Unit number: HSC32
Unit title: Promote, monitor and maintain health, safety and security 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:
The identified scope is sufficiently broad to allow candidates to evidence element **HSC32c Minimise risks arising from emergencies** in their normal work role, however should no incidents or emergencies occur, when the assessor is able to observe, **simulation is permitted** for this element.

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.

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

HSC32b   performance criteria 6

Unit HSC32
Promote, monitor and maintain health, safety and security in the working environment (Level 3 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 risk assessments, notices.

- **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 hazardous work activities, safety and security procedures.

- **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 First Aid certificate, Health and Safety certificate, Certificate in Conflict Management.

- **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 safe storage of materials and equipment, promoting health and safety.

- **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   HSC32a   Monitor and maintain the safety and security of the working environment

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)

This page is intentionally blank

Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC32b   Promote health and safety in the working environment

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)

This page is intentionally blank

City&
Guilds

Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC32c   Minimise risks arising from emergencies

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)

This page is intentionally blank

Unit HSC33
Reflect on and develop your practice (Level 3 core)

Elements of competence

HSC33a   Reflect on your own practice
HSC33b   Take action to enhance your practice

About this unit

For this unit you need to reflect on, evaluate and take action to enhance your own knowledge and practice.

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.

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

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 others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals, key people in their lives and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Unit HSC33
Reflect on and develop your practice (Level 3 core)

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. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 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, they are useful for improving your practice.

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

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.

---

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 HSC33
Reflect on and develop your practice (Level 3 core)

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.

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.

Rights
The rights that individuals and key 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 that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC33
Reflect on and develop your practice (Level 3 core)

HSC33a
Reflect on your own practice

Performance criteria

You need to show that,

1 you analyse and **reflect** on what is required for competent, effective and safe **practice**, and provide **active support** for **individuals** and **key people**
2 you continually monitor, evaluate and reflect on:
   a your knowledge and skills
   b your attitudes and behaviour
   c any experiences and personal beliefs that might affect your work
   d how well you practise and what could be improved
   e the processes and outcomes of your work
3 you seek **constructive feedback** to enable you to develop your practice, from:
   a individuals
   b key people
   c **others** with whom you work or have contact within your work
   d your supervisors
4 you identify any actions you need to take to develop and enhance your practice.

Unit HSC33
Reflect on and develop your practice (Level 3 core)

HSC33b
Take action to enhance your practice

Performance criteria

You need to show that,
1 you identify the supervision and support systems available to you within and outside your organisation
2 you seek and use appropriate supervision and support to reflect on and identify ways to enhance your practice
3 you prioritise aspects of your practice that need to be enhanced
4 you take action, with supervision and support, to access **development opportunities** that will enhance your knowledge and practice
5 you review:
   a how well the development opportunities meet your practice needs
   b in what ways your practice has been improved by the development opportunities
6 you use supervision and support to continually assess the implications from any development opportunity on your continuing **personal and professional development** needs
7 you keep up-to-date records of your personal and professional development, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC33
Reflect on and develop your practice (Level 3 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 and **rights** when working with individuals and others to improve your knowledge and practice
2 dilemmas and conflicts that you may face in your practice.

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 about personal and professional development
4 current local, UK and European legislation, and organisational requirements, procedures and practices for accessing training and undertaking personal and professional development activities
5 the purpose of, and arrangements for, your supervision and appraisal.

Theory and practice
6 how and where to access information and support on knowledge and best practice relevant to your area of work, the individuals and key people with whom you work and the skills and knowledge you need to practice effectively
7 principles underpinning personal and professional development and reflective practice
8 how to work in partnership with individuals, key people and others to enable you to develop and enhance your knowledge and practice
9 development opportunities that can enhance your practice
10 lessons learned from inquiries into serious failure of health and social care practice, and from successful interventions
11 approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts.

Unit HSC33
Reflect on and develop your practice (Level 3 core)

Unit evidence requirements

Award title: SVQ Health and Social Care Level 3
Unit number: HSC33
Unit title: Reflect on and develop your practice

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:

HSC33a   performance criteria 1, 2, 4
HSC33b   performance criteria 1

Unit HSC33
Reflect on and develop your practice (Level 3 core)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation are 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 skills analysis records.

- **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 CPD 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 ways in which development opportunities have supported practice and knowledge needs.

- **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 and Rights training certificate, Health and Safety certificate, Adult protection 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 how different approaches to learning have supported the transference of knowledge and skills to your work.

- **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   HSC33a   Reflect on your own practice

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)

This page is intentionally blank

Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC33b   Take action to enhance your practice

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)

This page is intentionally blank

Unit HSC35
Promote choice, well-being and the protection of all individuals (Level 3 core, Adults)

Elements of competence

HSC35a Develop supportive relationships that promote choice and independence
HSC35b Respect the diversity and difference of individuals and key people
HSC35c Contribute to the protection of all individuals

About this unit

For this unit you are expected to protect individuals whilst respecting their diversity, difference, preferences and choice.

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 organisation and legal procedures; putting undue pressure on individuals.

Communicate 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.

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; financial abuse; bullying; self harm; reckless behaviour.

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.

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

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Unit HSC35
Promote choice, well-being and the protection of all individuals (Level 3 core, Adults)

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.**

Abuse
Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm.

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.

Danger
The possibility of harm and abuse happening.

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

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.

---

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'

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 that meets their needs, takes account of their choices and
  also protects them
* 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.

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

Unit HSC35
Promote choice, well-being and the protection of all individuals (Level 3 core, Adults)

HSC35a
Develop supportive relationships that promote choice and independence

Performance criteria

You need to show that,

1 you develop and maintain relationships that promote the views, preferences and independence of **individuals** and **key people**
2 you support individuals to communicate their views and preferences regarding their current and future health and well-being needs and priorities
3 you work with individuals to identify the care and support:
   a they can and wish to undertake themselves
   b that can be provided through the individual's support networks
   c that needs to be provided by yourself and **others** within and outside your organisation
4 you provide **active support** to meet the holistic needs and preferences of individuals
5 you carry out the activities for which you are responsible in ways that:
   a promote individuals' rights and preferences
   b complement and support the activities of individuals, key people and others within and outside your organisation
6 you support the rights of individuals and key people to access information and resources to meet their needs and preferences
7 you work to resolve conflicts, seeking additional support and advice in areas that are outside your competence to deal with
8 you support and respond appropriately to individuals and key people making comments and complaints about their care.

Unit HSC35

Promote choice, well-being and the protection of all individuals (Level 3 core, Adults)

HSC35b
Respect the diversity and difference of individuals and key people

Performance criteria

You need to show that,

1 you respect the dignity and privacy of individuals and key people
2 you treat and value each person as an individual and ensure that the support you give takes account of the their needs and preferences
3 you work with individuals and key people in ways that provide support that is consistent with individuals' beliefs, culture, values and preferences
4 you provide active support to enable individuals to participate in activities and maintain their independence
5 you support others with whom you work, to work in ways that:
   a recognise and respect individuals' beliefs and preferences
   b take account of individuals' preferences in everything they do
   c acknowledge and respect diversity and difference
6 you reflect on, and challenge:
   a your own assumptions, behaviour and ways of working
   b the assumptions of others, their behaviour and ways of working
   c procedures, practices and information that are discriminatory
7 you seek advice when you are having difficulty promoting equality and diversity.

Unit HSC35
Promote choice, well-being and the protection of all individuals (Level 3 core, Adults)

HSC35c
Contribute to the protection of all individuals

Performance criteria

You need to show that,

1 you use all available information to identify the **risks** of actual and likely **danger, harm** and **abuse** for individuals, key people and others with whom you work
2 you ensure that:
   a your own practice and actions are sensitive to situations, issues and behaviour that may lead to the danger, harm and abuse of individuals and key people
   b you provide necessary protection for individuals, balancing their rights and those of key people, and taking account of any restrictions placed upon anyone
   c you recognise and challenge dangerous, abusive, discriminatory or exploitative behaviour appropriately
3 you recognise **signs and symptoms of danger, harm and abuse** and use your organisation's systems and procedures to report these
4 you develop relationships in which individuals are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
5 you respond appropriately to disclosures of risk of danger, harm and abuse, avoiding actions that could adversely affect the use of evidence in future investigations and court
6 you support individuals and key people to understand your responsibilities to:
   a pass on information about actual and likely danger, harm and abuse
   b protect them and others from danger, harm and abuse
7 you use supervision and support to enable you to cope with your thoughts and feelings about any suspected and/or disclosed danger, harm and abuse
8 you complete accurate, timed and dated records and reports, on suspicions of danger, harm and abuse:
   a within confidentiality agreements
   b according to legal and organisational requirements
   c that avoid statements that could adversely affect the use of evidence in future investigations and court.

Unit HSC35
Promote choice, well-being and the protection of all individuals (Level 3 core, Adults)

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
2   how to provide active support and place the preferences and best interest of individuals at the centre of everything you do
3   dilemmas between:
    a individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection
    b individuals' views, preferences and expectations and how these can and are being met
    c your own values and those of the individuals and key people
    d your own professional values and those of others within and outside your organisations
4   how to work in partnership with individuals, key people and those within and outside your organisation to enable the individuals' needs, wishes and preferences to be met
5   methods that are effective:
    a in promoting equality and diversity
    b when dealing with and challenging discrimination.

Legislation and organisational policy and procedures
6   codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties for valuing and respecting individuals and key people, taking account of their views and preferences and protecting them from danger, harm and abuse
7   current local, UK and European legislation and organisational requirements, procedures and practices for:
    a data protection, including recording, reporting, storage, security and sharing of information
    b health and safety
    c risk assessment and management
    d dealing with comments and complaints
    e health and safety
    f the protection of yourself, individuals, key people and others from danger, harm and abuse
    g working with others to provide integrated services

8   practice and service standards relevant to your work setting and relating to valuing and respecting individuals and key people, taking account of their views and preferences and protecting them from danger, harm and abuse

9   how to access records and information on the needs, views and preferences of individuals and key people

10   the purpose of, and arrangements for your supervision and appraisal.

Theory and practice

11   how and where to access information and support that can inform your practice relating to valuing and respecting people, taking account of their views and preferences and protecting them from danger, harm and abuse

12   theories relevant to the individuals with whom you work, about:
     a human growth and development
     b identity and self-esteem
     c loss and change
     d power and how it can be used and abused

13   the effects of stress and distress

14   role of relationships and support networks in promoting the well-being of individuals

15   factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people with whom you work

16   methods of supporting individuals to:
     a express their needs and preferences
     b understand and take responsibility for promoting their own health and care
     c identify how their care needs should be met
     d assess and manage risks to their health and well-being

17   factors that may lead to danger, harm and abuse

18   how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse

19   signs and symptoms of danger, harm and abuse

20   correct actions to take when you suspect danger, harm and abuse or where it has been disclosed

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

22   methods that are effective in forming, maintaining and ending relationships with individuals and key people

23   different ways of communicating with individuals, families, carers, groups and communities about choice, well-being and protection.

Unit HSC35
Promote choice, well-being and the protection of all individuals (Level 3 core, Adults)

Unit evidence requirements

Award title: SVQ Health and Social Care Level 3
Unit number: HSC35
Unit title: Promote choice, well-being and the protection of all individuals

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:

HSC35a   performance criteria 7
HSC35b   performance criteria 7
HSC35c   performance criteria 3, 5, 6, 8

Unit HSC35
Promote choice, well-being and the protection of all individuals (Level 3 core, Adults)

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 diary entries, notices.

- **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 plan, letters.

- **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 confidentiality, data protection, dilemmas in rights and choice and conflict.

- **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 and rights training certificate, Adult protection 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 responding to disclosures.

- **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   HSC35a   Develop supportive relationships that promote choice and independence

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)

This page is intentionally blank

City&
Guilds

Candidate name

Unit/element number/title   HSC35b   Respect the diversity and difference of 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)

This page is intentionally blank

Form N/SVQ10
Evidence location and summary sheet

City&
Guilds

Candidate name

Unit/element number/title   HSC35c   Contribute to the protection of all individuals

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)

This page is intentionally blank

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**

This page is intentionally blank