

# Qualification Specification

NCFE CACHE Level 3 Award in Supporting  
Individuals with Learning Disabilities  
QRN: 600/4037/3

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# **Section 1: General introduction**

## About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our website. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

## How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3.

### **Total Qualification Time/Guided Learning: Definitions**

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

### **Barred units, equivalencies and exemptions**

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

### **Credit transfer**

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### **Competence / Skills based learning outcomes:**

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

### **Knowledge based learning outcomes:**

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, a unit has some Skills/Competence component(s).

## Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

**All** our qualification documents are version controlled, allowing you to check for updates or revisions.

### The Public Website

Our public website address is: [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, and also a link to our QualHub [www.qualhub.co.uk](http://www.qualhub.co.uk) which contains:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area, please log in using the details provided by the Centre administrator.

## Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

### **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

## Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

## Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

## **Section 2: About this qualification**

## Qualification summary

<b>Title</b>	NCFE CACHE Level 3 Award in Supporting Individuals with Learning Disabilities			
<b>Qualification number</b>	600/4037/3			
<b>Aim</b>	<p>This qualification provides learners with the opportunity to develop their knowledge and skills around supporting individuals with learning disabilities. It is aimed at learners who support individuals with learning disabilities as part of their job role.</p> <p>The units offered within this qualification mirror those offered within the Learning Disabilities Pathway of the Health and Social Care Diplomas in England.</p>			
<b>Purpose</b> Ofqual code and description (where applicable)	<p>E. Updating and continuing professional development</p> <p>E3. Develop knowledge and/or skills relevant to a particular specialisation within an occupation or set of occupations</p>			
<b>Total Qualification Time (Hours)</b>	120			
<b>Guided learning hours</b>	Min	83	Max	122
<b>Credit value</b>	12	<b>Minimum credits at / above Level</b>		7
<b>Minimum age of learner</b>	16			
<b>Age ranges covered by the qualification</b>	N/A			
<b>Real work environment (RWE) requirement / recommendation</b>	It is recommended that learners are working, volunteering or on practical placement to be able to show competence in both knowledge and skills.			
<b>Rules of Combination</b>	To achieve this qualification, learners must gain 12 credits. They must do this by gaining 4 credits from the mandatory unit, and at least a further 8 credits from the optional units. A minimum of 7 credits must be achieved at Level 3 or above.			

<p><b>Progression</b> including Job Roles (where applicable)</p>	<p>This qualification enables learners to progress to the Level 3 Diploma in Health and Social Care, or to progress into employment.</p>
<p><b>Recommended assessment methods</b></p>	<p>All units are internally assessed.</p> <p>Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:</p> <ul style="list-style-type: none"> <li>• Inference of knowledge from direct observation of practice</li> <li>• Witness evidence when directed by the sector skills assessment strategy</li> <li>• Professional discussion</li> <li>• Reflection on own practice in real work situations</li> <li>• Written assignments</li> <li>• Learner's own plans and written records</li> <li>• Task set by us for knowledge learning outcomes only *</li> </ul> <p>The qualification will be Achieved or Not Yet Achieved, grades are not awarded. All the assessment criteria of the chosen units must be achieved.</p> <p><small>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</small></p>
<p><b>Additional assessment requirements</b></p>	<p>All units must be assessed in line with the Skills for Care and Development Assessment Strategy.</p>
<p><b>Grading system</b></p>	<p>Achieved/Not Yet Achieved</p>
<p><b>How long will it take to complete?</b></p>	<p>Learners can usually complete the Award in 6 months.</p>
<p><b>Entry requirements / recommendations</b></p>	<p>Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p>
<p><b>About this qualification</b></p>	<p>This is a regulated qualification. The regulated number for this qualification is 600/4037/3.</p>

## Introduction to this qualification

This qualification provides learners with the opportunity to develop their knowledge and skills around supporting individuals with learning disabilities. It is aimed at learners who support individuals with learning disabilities as part of their job role.

The Award offers the opportunity for learning in small bite sized pieces and has a variety of potential uses. People for whom the Award may be suitable for are:

- those whose job role is not exclusively focused around supporting individuals with learning disabilities, but who come into contact with people as part of their job, for example:
  - health
  - care
  - education
  - housing
  - leisure
  - employment
  - libraries
  - people working in probation
- employment support workers, dementia care advisors and palliative care professionals could complete the award to enable them to better tailor their service to people's needs. Used in this context this qualification would support the implementation of the current autism, dementia and end of life strategies for people with learning disabilities
- workers who are new to learning disability services but already know about social care
- workers in learning disability services wishing to undertake a shorter CPD qualification
- people in community and volunteering roles who work alongside or support people with a learning disability who want more information so that they can work towards providing high quality care for individuals with

A broad range of optional units have been identified to provide as much flexibility as possible for the learner to focus on the units that provide what they need to know and is relevant for their role.

## Unit matrix

### Mandatory unit

Unit Ref.	Unit No.	Unit Title	Level	Credit	Hours*	L3 Award
K/601/5315	LD 201	Understand the context of supporting individuals with learning disabilities	2	4	35	M

### Optional units

A/601/7215	LD 302	Support person-centred thinking and planning	3	5	41	O
J/601/1434	SHC 31	Promote communication in health, social care or children's and young people's settings	3	3	10	O
H/601/5703	LD 206	Principles of supporting an individual to maintain personal hygiene	2	1	10	O
K/601/9963	LD 206 C	Support individuals to maintain personal hygiene	2	2	17	O
D/601/7353	LD Op 303	Promote active support	3	5	36	O
J/601/6293	LD Op 305	Understand positive risk taking for individuals with disabilities	3	3	25	O
A/601/6274	LD Op 307	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	O
J/601/8657	LD 308	Support individuals with a learning disability to access healthcare	3	3	25	O
T/601/5317	LD 310	Understand how to support individuals with autistic spectrum conditions	3	3	28	O

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F/602/0049	LD 311C	Support young people with a disability to make the transition into adulthood	3	5	40	O
M/601/7227	LD 311K	Principles of supporting young people with a disability to make the transition into adulthood	3	3	30	O
K/601/7047	LD 312	Support parents with disabilities	3	6	43	O
J/602/0053	LD Op 314C	Support individuals with self-directed support	3	5	35	O
M/601/7048	LD 314K	Principles of self-directed support	3	3	26	O
M/502/3146	ADV 301	Purpose and principles of independent advocacy	3	4	25	O
T/502/3147	ADV 302	Providing independent advocacy support	3	6	25	O
A/502/3148	ADV 303	Maintaining the independent advocacy relationship	3	6	25	O
F/602/0097	CMH 301	Understand mental well-being and mental health promotion	3	3	14	O
J/602/0103	CMH 302	Understand mental health problems	3	3	14	O
J/601/3538	DEM 301	Understand the process and experience of dementia	3	3	22	O
Y/601/3544	DEM 310	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	32	O
L/601/8028	HSC 3003	Provide support to maintain and develop skills for everyday life	3	4	28	O
L/601/8644	HSC 3004	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	O

L/601/8644	HSC 3004	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	O
M/601/9611	HSC 3012	Prepare to support individuals within a shared lives arrangement	3	4	31	O
F/601/7927	HSC 3013	Support individuals to access and use services and facilities	3	4	25	O
J/601/9601	HSC 3014	Provide support for individuals within a shared lives arrangement	3	5	35	O
R/601/8578	HSC 3019	Support individuals in their relationships	3	4	27	O
D/601/7904	HSC 3023	Support individuals to manage their finances	3	3	20	O
K/601/7906	HSC 3027	Support individuals to access housing and accommodation services	3	4	24	O
T/601/8282	HSC 3029	Support individuals with specific communication needs	3	5	35	O
M/601/7907	HSC 3033	Support individuals during a period of change	3	4	29	O
T/601/7908	HSC 3034	Support individuals to prepare for and settle in to new home environments	3	3	23	O
H/601/8147	HSC 3038	Work in partnership with families to support individuals	3	4	27	O
F/601/3764	HSC 3045	Promote positive behaviour	3	6	44	O
K/601/9185	HSC 3056	Support families in maintaining relationships in their wider social structures	3	4	33	O
L/601/9549	HSC 3066	Support positive risk taking for individuals	3	4	32	O

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J/601/6150	PD Op 3.1	Understand physical disability	3	3	22	O
D/601/5750	PD Op 3.5	Support families who have a child with a disability	3	3	23	O
M/601/3467	SS MU 3.1	Understand sensory loss	3	3	21	O
F/601/3473	SS Op 3.1	Understand models of disability	3	3	26	O
A/601/5190	SS Op 3.3	Support individuals with multiple conditions and/or disabilities	3	4	31	O
J/601/3541	SS OP 3.4	Support individuals in the use of assistive technology	3	4	32	O
H/601/3546	SS OP 3.7	Support individuals to access education, training or employment	4	4	31	O
R/601/5180	SS OP 3.8	Enable individuals to negotiate environments	3	5	34	O

## Unit achievement log

### Level 3 Award in Supporting Individuals with Learning Disabilities

Learners must achieve a total of 12 credits, gaining 4 credits from the mandatory units in Group A and at least a further 8 credits from the optional units in Group B. A minimum of 7 credits must be achieved at Level 3 or above.

#### Mandatory Group A

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
 LD 201	K/601/531 5	Understand the context of supporting individuals with learning disabilities	Knowledge	2	4	35	33	
<b>Total credit and Hours for Mandatory Units</b>					<b>4</b>	<b>35</b>		

\* This table shows the estimated total hours for each unit.

Optional Group B

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
SHC 31	J/601/1434	Promote communication in health, social care or children's and young people's settings	Knowledge / Skills	3	3	10	51	
 LD 206	H/601/5703	Principles of supporting an individual to maintain personal hygiene	Knowledge	2	1	10		
LD 206 C	K/601/9963	Support individuals to maintain personal hygiene	Knowledge / Skills	2	2	17		
LD 302	A/601/7215	Support person-centred thinking and planning	Knowledge / Skills	3	5	41	41	
LD 303	D/601/7353	Promote active support	Knowledge / Skills	3	5	36		
 LD 305	J/601/6293	Understand positive risk taking for individuals with disabilities	Knowledge	3	3	25		
 LD Op 307	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and	Knowledge	3	3	21		
LD 308	J/601/8657	Support individuals with a learning disability to access healthcare	Knowledge / Skills	3	3	25		
 LD 310	T/601/5317	Understand how to support individuals with autistic spectrum conditions	Knowledge	3	3	28		
LD 311C	F/602/0049	Support young people with a disability to make the transition into adulthood	Knowledge / Skills	3	5	40		

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
 LD 311K	M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	Knowledge	3	3	30		
LD 312	K/601/7047	Support parents with disabilities	Knowledge / Skills	3	6	43		
LD Op 314C	J/602/0053	Support individuals with self-directed support	Knowledge / Skills	3	5	35		
 LD 314K	M/601/7048	Principles of self-directed support	Knowledge	3	3	26		
ADV 301	M/502/3146	Purpose and principles of independent advocacy	Knowledge / Skills	3	4	25		
ADV 302	T/502/3147	Providing independent advocacy support	Knowledge / Skills	3	6	25		
ADV 303	A/502/3148	Maintaining the independent advocacy relationship	Knowledge / Skills	3	6	25		
 CMH 301	F/602/0097	Understand mental well-being and mental health promotion	Knowledge	3	3	14		
 CMH 302	J/602/0103	Understand mental health problems	Knowledge	3	3	14		
 DEM 301	J/601/3538	Understand the process and experience of dementia	Knowledge	3	3	22		



Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
DEM 310	Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	Knowledge	3	3	32		
HSC 3003	L/601/8028	Provide support to maintain and develop skills for everyday life	Knowledge / Skills	3	4	28		
HSC 3004	L/601/8644	Facilitate learning and development activities to meet individual needs and preferences	Knowledge / Skills	3	5	35		
HSC 3012	M/601/9611	Prepare to support individuals within a shared lives arrangement	Knowledge / Skills	3	4	31		
HSC 3013	F/601/7927	Support individuals to access and use services and facilities	Knowledge / Skills	3	4	25		
HSC 3014	J/601/9601	Provide support for individuals within a shared lives arrangement	Knowledge / Skills	3	5	35		
HSC 3019	R/601/8578	Support individuals in their relationships	Knowledge / Skills	3	4	27		
HSC 3023	D/601/7904	Support individuals to manage their finances	Knowledge / Skills	3	3	20		
HSC 3027	K/601/7906	Support individuals to access housing and accommodation services	Knowledge / Skills	3	4	24		
HSC 3029	T/601/8282	Support individuals with specific communication needs	Knowledge / Skills	3	5	35		

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
HSC 3033	M/601/7907	Support individuals during a period of change	Knowledge / Skills	3	4	29		
HSC 3034	T/601/7908	Support individuals to prepare for and settle in to new home environments	Knowledge / Skills	3	3	23		
HSC 3038	H/601/8147	Work in partnership with families to support individuals	Knowledge / Skills	3	4	27		
HSC 3045	F/601/3764	Promote positive behaviour	Knowledge / Skills	3	6	44		
HSC 3056	K/601/9185	Support families in maintaining relationships in their wider social structures	Knowledge / Skills	3	4	33		
HSC 3066	L/601/9549	Support positive risk taking for individuals	Knowledge / Skills	3	4	32		
 PD OP 3.1	J/601/6150	Understand physical disability	Knowledge	3	3	22		
PD OP 3.5	D/601/5750	Support families who have a child with a disability	Knowledge / Skills	3	3	23		
 SS MU 3.1	M/601/3467	Understand sensory loss	Knowledge	3	3	21		
 SS OP 3.1	F/601/3473	Understand models of disability	Knowledge	3	3	26		

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Page	Notes
SS OP 3.3	A/601/5190	Support individuals with multiple conditions and/or disabilities	Knowledge / Skills	3	4	31		
SS OP 3.4	J/601/3541	Support individuals in the use of assistive technology	Knowledge / Skills	3	4	32		
SS OP 3.7	H/601/3546	Support individuals to access education, training or employment	Knowledge / Skills	4	4	31		
SS OP 3.8	R/601/5180	Enable individuals to negotiate environments	Knowledge / Skills	3	5	34		

<b>Total credit and Hours for Optional Units</b>	<b>170</b>	<b>1203</b>
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## Barred combinations

### Level 3 Award in Supporting Individuals with Learning Disabilities

The rules of combination of the Level 3 Award in Supporting Individuals with Learning Disabilities will not allow the following unit combinations to be taken together.

If taken			Cannot be taken		
Unit ref.	Unit no.	Unit title	Unit ref.	Unit no.	Unit title
J/601/6293	LD 305	Understand positive risk taking for individuals with disabilities	L/601/9549	HSC 3066	Support positive risk taking for individuals
H/601/5703	LD 206	Principles of supporting an individual to maintain personal hygiene	K/601/9963	LD 206 C	Support individuals to maintain personal hygiene
M/601/7227	LD 311 K	Principles of supporting young people with a disability to make the transition into	F/602/0049	LD 311 C	Support young people with a disability to make the transition into adulthood
M/601/7048	LD 314 K	Principles of self-directed support	J/602/0053	LD Op 314 C	Support individuals with self-directed support



Explanation of terms used at Level 3:  
(not all verbs are used in this qualification)

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.

## Explanation of terms used at Level 3: (not all verbs are used in this qualification)

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.

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Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

## Explanation of terms used at Level 3: (not all verbs are used in this qualification)

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.

## Section 3: Units

This section includes assessment tasks for tutors' convenience. They are not mandatory.

## Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

## Explanation of terms used at Level 3: (not all verbs are used in this qualification)

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

## LD 201: Understand the context of supporting individuals with learning disabilities



**Unit reference** K/601/5315 **Level** 2

**Credit value** 4 **GL** 35

**Unit aim** This unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation and also considers the central place of communication in working with individuals who have learning disabilities.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the legislation and policies that support the human rights and inclusion of <b>individuals</b> with learning disabilities.	1.1. Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities.		
	1.2. Explain how this legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families.		
2. Understand the nature and characteristics of learning disability.	2.1. Explain what is meant by 'learning disability'.		
	2.2. Give examples of <b>causes</b> of learning disabilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Describe the medical and social models of disability.		
	2.4. State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'.		
	2.5. Describe the possible impact on a family of having a member with a learning disability.		
3. Understand the historical context of learning disability.	3.1. Explain the types of services that have been provided for individuals with learning disabilities over time.		
	3.2. Describe how past ways of working may affect present services.		
	3.3. Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: <ul style="list-style-type: none"> <li>• where people live</li> <li>• daytime activities</li> <li>• employment</li> <li>• sexual relationships and parenthood</li> <li>• the provision of healthcare.</li> </ul>		
4. Understand the basic principles and practice of advocacy, empowerment and <b>active participation</b> in relation to supporting	4.1. Explain the meaning of the term 'social inclusion'.		
	4.2. Explain the meaning of the term 'advocacy'.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
individuals with learning disabilities and their families.	4.3. Describe different types of advocacy.		
	4.4. Describe <b>ways to build empowerment</b> and active participation into everyday support with individuals with learning disabilities.		
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers.	5.1. Explain how attitudes are changing in relation to individuals with learning disabilities.		
	5.2. Give examples of positive and negative aspects of being labelled as having a learning disability.		
	5.3. Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers.		
	5.4. Explain the roles of <b>external agencies</b> and <b>others</b> in changing attitudes, policy and practice.		
6. Know how to promote communication with individuals with learning disabilities.	6.1. Identify ways of adapting each of the following when communicating with individuals who have learning disabilities: <ul style="list-style-type: none"> <li>• verbal communication</li> <li>• non-verbal communication.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.2. Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities.		
	6.3. Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 201**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit

An **individual** is someone requiring care or support.

**Causes** should include: before birth, during birth and after birth.

**Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

**Ways to build empowerment** should include person-centred thinking.

**External agencies** include: advocacy services; parent/carer support groups; campaign groups etc.

**Others** may include:

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates.

Additional unit assessment requirements provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
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### **Assessment task – LD 201 Understand the context of supporting individuals with learning disabilities**

In your work role, when working with individuals who have learning disabilities you will need to understand the context and issues linked with learning disability support. Prepare a folder in 6 sections using the following titles.

**Section 1** - Legislation and policies that support the human rights and inclusion of individuals with learning disabilities.

**Section 2** - The nature and characteristics of learning disabilities.

**Section 3** - The historical context of learning disabilities.

**Section 4** - The basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities.

**Section 5** - How views and attitudes impact on the lives of individuals with learning disabilities and their family.

**Section 6** - How to promote communication with individuals with learning disabilities.

**Section 1** - Legislation and policies that support the human rights and inclusion of individuals with learning disabilities.

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

- Identify current legislation and policies used by the care sector that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities.
- Explain how this legislation influence the day to day experiences of individuals with learning disabilities and their families.
- Explain how policies influence the day to day experiences of individuals with learning disabilities and their families.

**Section 2** - The nature and characteristics of learning disabilities.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

- Explain what is meant by 'learning disability' give examples of causes of learning disabilities including before birth, during birth and after birth.
- Describe the medical and social models of disability.
- State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'.
- Describe the possible impact on a family of having a member with a learning disability.

**Section 3** - The historical context of learning disabilities.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- Explain the types of services that have been provided for individuals with learning disabilities over time.
- Describe how past ways of working may affect present services.
- Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities:
  - where people live
  - daytime activities
  - employment
  - sexual relationships and parenthood
  - the provision of healthcare.

**Section 4** - The basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families.

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

- Explain the meaning of the term 'social inclusion'.
- Explain the meaning of the term 'advocacy'.
- Describe different types of advocacy.
- Describe ways to build empowerment in everyday support for individuals with learning disabilities.
- Explain how to build active participation into everyday support for individuals with learning disabilities.

**Section 5** - How views and attitudes impact on the lives of individuals with learning disabilities and their family carers.

**Task 5** links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

- Explain how attitudes are changing in relation to individuals with learning disabilities.
- Give examples of positive and negative aspects of being labelled as having a learning disability.
- Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers.
- Explain the roles of external agencies and others in changing attitudes, policy and practice.

**Section 6** - How to promote communication with individuals with learning disabilities.

**Task 6** links to learning outcome 6, assessment criteria 6.1, 6.2 and 6.3.

- Identify ways of adapting each of the following when communicating with individuals who have learning disabilities:
  - verbal communication
  - non-verbal communication.
- Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities.
- Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.

## LD 302: Support person-centred thinking and planning

**Unit reference** A/601/7215 **Level** 3

**Credit value** 5 **GL** 41

**Unit aim** This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 4 and 5 must be assessed in a real work environment.</b>			
1. Understand the principles and practice of person-centred thinking, planning and reviews.	1.1. Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning.		
	1.2. Explain the benefits of using person-centred thinking with <b>individuals</b> .		
	1.3. Explain the beliefs and values on which person-centred thinking and planning is based.		
	1.4. Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Explain how <b>person-centred thinking tools</b> can form the basis of a person-centred plan.		
	1.6. Describe the key features of different styles of person-centred planning and the contexts in which they are most useful.		
	1.7. Describe examples of person-centred thinking tools, their purpose, how and when each one might be used.		
	1.8. Explain the different ways that one page profiles are used.		
2. Understand the context within which person-centred thinking and planning takes place.	2.1. Interpret current policy, legislation and guidance underpinning person-centred thinking and planning.		
	2.2. Analyse the relationship between person-centred planning and the commissioning and delivery of services.		
	2.3. Describe how person-centred planning and person-centred reviews influence strategic commissioning.		
	2.4. Explain what a <b>person-centred team</b> is.		
	2.5. Explain how person-centred thinking can be used within a team.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.6. Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation.		
	2.7. Describe the role of the manager in implementing person-centred thinking and planning.		
	2.8. Explain how this relates to the role of a facilitator.		
3. Understand own role in person-centred planning.	3.1. Explain the range of ways to use person-centred thinking, planning and reviews in own role: <ul style="list-style-type: none"> <li>• with individuals</li> <li>• as a team member</li> <li>• as part of an organisation.</li> </ul>		
	3.2. Explain the different person-centred thinking skills required to support individuals.		
	3.3. Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work.		
	3.4. Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to apply person-centred planning in relation to own life.	4.1. Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working.		
	4.2. Describe what other person-centred thinking tools would be useful in own life.		
	4.3. Evaluate which person-centred thinking tools could be used to think more about own community connections.		
	4.4. Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations.		
5. Be able to implement person-centred thinking, planning and reviews.	5.1. Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams.		
	5.2. Show that the plan and process are owned by individual.		
	5.3. Demonstrate how person-centred thinking tools can be used to develop a <b>person-centred plan</b> .		
	5.4. Use information from a person-centred review to start a person-centred plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.5. Use person-centred thinking to enable individuals to choose those who support them.		
	5.6. Support the individual and <b>others</b> involved to understand their responsibilities in achieving actions agreed.		
	5.7. Demonstrate a successful person-centred review.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 302**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 36
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Person-centred thinking tools</b> include:</p> <ul style="list-style-type: none"> <li>• important to/for (recorded as a one page profile)</li> <li>• working/not working</li> <li>• the doughnut</li> <li>• matching staff</li> <li>• relationship circle</li> <li>• communication charts</li> <li>• 4 plus 1 questions</li> <li>• citizenship tool</li> <li>• decision making agreement</li> <li>• presence to contribution</li> <li>• dreaming.</li> </ul> <p>Community connecting related tools:</p> <ul style="list-style-type: none"> <li>• who am I? My gifts and capacities</li> <li>• Hopes and Fears</li> <li>• mapping our network</li> <li>• passion audit</li> <li>• capacity mapping</li> <li>• who am I – my places.</li> </ul> <p><b>Person-centred teams:</b> A person-centred team uses person-centred thinking within the team context to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.</p> <p><b>Person-centred plan</b> may include an</p>

	<p>Essential Lifestyle Plan.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"><li>• the individual</li><li>• colleagues</li><li>• families or carers</li><li>• friends</li><li>• other professionals</li><li>• members of the public</li><li>• advocates.</li></ul>
<p>Additional unit assessment requirements provided with the unit</p>	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcome 5 must be assessed in a real work situation.</p>

## Assessment task – LD 302 Support person-centred thinking and planning

In your work role in health and social care you will be required to have knowledge and understanding of supporting person-centred thinking and planning to enable you to support individuals with learning disabilities.

**Task 1** links to learning outcome 1, assessment criteria 1 and 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8.

You will need to put evidence into a folder that shows that you can:

- explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning
- explain the benefits of using person-centred thinking with individuals
- explain the beliefs and values on which person-centred thinking and planning is based
- explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning
- explain how person-centred thinking tools can form the basis of a person-centred plan
- describe the key features of different styles of person-centred planning and the contexts in which they are most useful
- describe examples of person-centred thinking tools, their purpose, how and when each one might be used
- explain the different ways that one page profiles are used.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 and 2.8.

Your folder will also need to contain evidence that shows you can:

- interpret current policy, legislation and guidance underpinning person-centred thinking and planning
- analyse the relationship between person-centred planning and the commissioning and delivery of services
- describe how person-centred planning and person-centred reviews influence strategic commissioning
- explain what a person-centred team is
- explain how person-centred thinking can be used within a team
- analyse how to achieve successful implementation of person-centred thinking and planning across an organisation
- describe the role of the manager in implementing person-centred thinking and planning
- explain how this relates to the role of a facilitator.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Ensure your folder also contains evidence which shows you can:

- explain the range of ways to use person-centred thinking, planning and reviews in own role:
  - with individuals with learning disabilities
  - as a team member
  - as part of an organisation
- explain the different person-centred thinking skills required to support individuals with learning disabilities
- identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
- describes how challenges in implementing person-centred thinking, planning and reviews might be overcome.

## SHC 31: Promote communication in health, social care or children's and young people's settings

**Unit reference** J/601/1434

**Level** 3

**Credit value** 3

**GL** 10

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in a real work environment</b>			
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individuals.		
	2.2. Describe the factors to consider when promoting effective communication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Demonstrate a range of <b>communication methods</b> and styles to meet individual needs.		
	2.4. Demonstrate how to respond to an individual's reactions when communicating.		
3. Be able to overcome barriers to communication.	3.1. Explain how people from different backgrounds may use and/or interpret communication methods in different ways.		
	3.2. Identify barriers to effective communication.		
	3.3. Demonstrate ways to overcome barriers to communication.		
	3.4. Demonstrate strategies that can be used to clarify misunderstandings.		
	3.5. Explain how to access extra support or <b>services</b> to enable individuals to communicate effectively.		
4. Be able to apply principles and practices relating to confidentiality.	4.1. Explain the meaning of the term confidentiality.		
	4.2. Demonstrate ways to maintain confidentiality in day to day communication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 31**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	CCLD 301 GCU 1 GEN 22 HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the unit	Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy.
Unit assessment guidance – provided by the sector	<p><b>Communication methods</b> include:</p> <ul style="list-style-type: none"> <li>• non-verbal communication: <ul style="list-style-type: none"> <li>- eye contact</li> <li>- touch</li> <li>- physical gestures</li> <li>- body language</li> <li>- behaviour</li> </ul> </li> <li>• verbal communication: <ul style="list-style-type: none"> <li>- vocabulary</li> <li>- linguistic tone</li> <li>- pitch.</li> </ul> </li> </ul> <p><b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services.</li> </ul>

**Assessment task – SHC 31 Promote communication in health and social care or children's and young people's settings**

Communication plays a central part in everyone's life. Most people learn to communicate as part of their natural development, but people with learning disabilities often need specialist help and support in order to be able to communicate effectively with others.

**Task** links to learning outcome 1, assessment criteria 1.1 and 1.2.

Create an information leaflet which:

- identifies the different reasons people communicate
- explains how communication affects relationships in the work setting.

## **Section 4: Assessment and quality assurance information for tutors and assessors**

## Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence /Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence /Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

\*\* **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in the *“Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance”*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles / Assessment Strategy

### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## Staffing requirements

Assessors and deliverers must ensure they adhere to the occupational competence guidelines and supporting information given in Skills for Care and Development Assessment Strategy/Principles.

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.



## **Section 5: Documents and resources**

## Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance

## Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**.

## Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.