OCR Level 4 NVQ
in
Health and Social Care

Candidate Resource

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QUALIFICATION PROFILE

Title	OCR Level 4 NVQ in Health and Social Care (Adults) OCR Level 4 NVQ in Health and Social Care (Children and Young People)
OCR code	Adults Scheme Code 05548 Children and Young People Scheme Code 05549
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at **Level 4**
QAN	Level 4 100/4926/5 (Qualification Accreditation Number)
These qualifications are suitable for	People who deliver and manage health and social care services.
Entry requirements	There are no formal entry requirements for this qualification
Qualification structures	To achieve this qualification, candidates must achieve 8 units made up of 4 Core units and 4 Optional units (including the choice of the specialist unit/route). Candidates can also undertake additional units, although these are not required to complete the qualification.
Assessment and grading	Like all NVQs, this qualification is **competence-based**. This means that it is linked to a person's ability to competently perform a range of tasks connected with their work.
Funding	This qualification has been accredited to the National Qualifications Framework (NQF) and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.
National occupational standards	This qualification relates to national occupational standards for Health and Social Care at Level 4.
Key Skills	Signposting to Key Skills is provided

Last registration date*	31 January 2008	**Revised date:**
Last certification date*	31 January 2011	**Revised date:**

*OCR will inform centres of changes to these dates, and they are published on our website.
All centre records must be updated accordingly.

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INTRODUCTION

Welcome to the OCR Level 4 NVQ in Health and Social Care. This resource contains important information about your qualification along with forms and charts for you to use as you identify evidence from your work that demonstrate your competences.

NVQ

An **NVQ** (National Vocational Qualification) is a qualification that assesses someone's competence (that is the skills, knowledge and understanding they have) principally in a work situation. NVQs are based on the national occupational standards that describe the level and breadth of performance expected of individuals who's work involves Health and Social Care practices. This NVQ is based on the national occupational standards developed by Skills for Health, Skills for Care, Care Council for Wales, Northern Ireland Social Care Council and the Scottish Social Services Council. They are the government approved bodies who set the standards for the Health and Social Care Sector.

QCA

Both the structure of this NVQ and the standards (units) from which it has been designed have been approved by the Qualification and Curriculum Authority (**QCA**). Your awarding body for this NVQ is Oxford Cambridge and RSA Examinations Board (OCR), QCA has accredited this NVQ and the accreditation number is shown below:

OCR Level 4 NVQ in Health and Social Care 100/4926/5 (QCA accreditation number):

This qualification has 2 specialist routes; these routes have been developed to allow candidates to demonstrate competence in specialisms that relate to the context of their work role. Registrations must be made against the appropriate specialist route scheme code:

OCR Level 4 NVQ in Health and Social Care (Adults)
The OCR scheme code for this qualification is 05548

OCR Level 4 NVQ in Health and Social Care (Children and Young People)
The OCR scheme code for this qualification is 05549

More information about QCA is available on their website at www.qca.org.uk whilst the OCR website www.ocr.org.uk provides a range of information about this qualification, how we operate and other qualifications that may interest you.

Your Qualification

The aim of this qualification is to recognise your skills and competences in the workplace.

The qualification is about the management and delivery of physical, emotional or enabling care to clients/service users. The candidate will be managing and delivering care in support of others, and will be accountable in the area of practice. Candidates will be working without direct supervision or on their own, such as in a client's/service users own home. Candidates will have autonomy, and will be required to make decisions within boundaries and limits agreed with their team.

Progression	This NVQ will allow for **progression** to and from OCR's existing portfolio of Health and Social Care qualifications and will complement other vocational qualifications.

It is a work-oriented qualification and to achieve it you will need the opportunity to demonstrate your competence within your work role. It is open to anyone of all ages, of either gender and there are no entry barriers on grounds of race, creed or proven academic attainment or learning. You need no previous qualifications to complete this NVQ.

It has also been designed to develop the skills and knowledge you need to allow **progression** to and from other qualifications in the National Qualifications Framework, at all levels.

OCR offers a range of related qualifications in this vocational area.
Visit our website at www.ocr.org.uk to see the full range.

What are the NVQ units?

To achieve this qualification, candidates must achieve 8 units made up of 4 Core units (including the choice of specialist route) and 4 Optional units.

Candidates can also undertake additional units, although these are not required to complete the qualification.

Core Units

41 Use and develop methods and systems to communicate record and report
42 Contribute to the development and maintenance of healthy and safe practices in the working environment
43 Take responsibility for the continuing professional development of self and others

Two Qualification Routes

Either

Children and Young People Route

44 Develop practice which promotes the involvement, well-being and protection of children and young people

Or

Adults Route

45 Develop practices which promote choice, well-being and protection of all individuals

Optional units: Select 4 units from any of the optional groups

Children and Young People Specific Optional Units

46 Independently represent and advocate with, and on behalf of, children and young people
47 Help parents and carers to acquire and use skills to protect and take care of children and young people

48 Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice

49 Develop and maintain an environment which safeguards and protects children and young people

Adult Specific Optional units

410 Advocate with, and on behalf of, individuals, families, carers, groups and communities

411 Manage a service which meets the best possible outcomes for the individual

412 Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions

Generic Optional Units

413 Manage requests for health and care services

414 Assess individual needs and preferences

415 Produce, evaluate and amend service delivery plans to meet individual needs and preferences

416 Develop, implement and review care plans with individuals

417 Assess individuals' mental health and related needs

418 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs

419 Provide advice and information to those who enquire about mental health needs and related services

420 Promote leisure opportunities and activities for individuals

421 Promote employment, training and education opportunities for individuals

422 Promote housing opportunities for individuals

423 Assist individuals at formal hearings

424 Supervise methadone consumption

425 Support people who are providing homes for individuals and/or children and young people

426 Empower families, carers and others to support individuals

427 Assess the needs of carers and families

428 Develop, implement and review programmes of support for carers and families

429 Work with groups to promote individual growth, development and independence

430 Support the protection of individuals, key people and others

431 Support individuals where abuse has been disclosed

432 Enable families to address issues with individuals' behaviour

433 Develop joint working agreements and practices and review their effectiveness

434 Maintain and manage records and reports

435 Manage the development and direction of the provision

436 Promote and manage a quality provision

437 Promote your organisation and its services to stakeholders

438 Develop and disseminate information and advice about substance use, health and social well-being

439 Contribute to the development of organisational policy and practice

440 Support effective governance

441 Invite tenders and award contracts

442 Monitor and evaluate the quality, outcomes and cost-effectiveness of substance misuse services

443 Procure services for individuals

444 Contribute to the selection, recruitment and retention of staff to develop a quality service

445 Recruit and place volunteers

446 Manage a dispersed workforce to meet the needs and preferences of individuals at home

447 Represent the agency in courts and formal hearings

448 Provide and obtain information at courts and formal hearings

449 Represent one's own agency at other agencies' meetings

450 Develop risk management plans to support individual's independence and daily living within their home

451 Lead teams to support a quality provision

Additional Unit for both routes

452 Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals

What do the different sections of each unit describe?

Unit

Each **unit** contains:

- A brief **summary** of the unit content and element titles and the values that underpin the whole unit
- **Key words** and **concepts, scope**
- **Performance criteria**, this details what tasks and activities the candidate must demonstrate their performance against
- **Knowledge and understanding**, what you need to know and understand
- **Evidence requirements** specifies the amount and possible type of evidence needed to show competence

How do I achieve my NVQ?

Skills Knowledge

Previous qualifications

To achieve your NVQ you must prove that you have the **skills and knowledge** detailed in the NVQ units. Your assessor will judge, from your evidence, whether you have demonstrated the skills and knowledge to the necessary standard. You do not have to pass a written exam or have any **previous qualifications**, learning or experience to be able to take this NVQ.

Do I have to complete all the units to achieve my NVQ?

No. To achieve this qualification, candidates must achieve 8 units made up of 4 Core units (including the choice of specialist route) and 4 Optional units.

Candidates can also undertake additional units, although these are not required to complete the qualification.

What if I have already achieved one of the units?

Prior achievement

If you have already achieved a unit (or units) from this NVQ through another awarding body, please tell your assessor and they will arrange for this to count towards your full NVQ. You will need to give your assessor your unit certificate from your previous awarding body as evidence of your **prior achievement**.

Who will assess me?

Assessor

Initial assessment
The right NVQ

Your **assessor** will judge the evidence of your performance, knowledge and understanding against the units of competence in order to decide whether you have demonstrated competence. They will carry out an **initial assessment** of your past experience, current skills knowledge and understanding and your job role/work situation to help you decide if it's the **right NVQ for you**.

Can my colleagues confirm my competence?

Witness testimonies

Yes. Statements written by colleagues or other people are called **witness testimonies** and they must be signed and dated by the person making the statement.

Expert witness

You can also obtain testimonies off individuals how are considered to be **experts** in their field (**Expert Witnesses**). You will need to discuss this with your assessor during initial assessment.

How will I be assessed?

Assessor

It is the **assessor's** role to be sure that you have provided and shown evidence for all performance, knowledge and evidence requirements, before they can decide that you have finished a unit.

In addition you may claim accreditation of prior achievement for any of the elements or units of competence, as long as the evidence fully meets the criteria and you can prove that it is all your own work. It is important also that assessors are convinced that the competence you are claiming is still current. If they have any doubts, they will assess your competence directly.

Evidence record sheet

When assessors are satisfied that you have met all of the requirements for a unit, they will confirm this by signing the **evidence record sheet** for that unit to show that the assessment process is complete.

Your assessor will need to agree a number of issues with you including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing you
- confirming the best times, dates and places for your assessments to take place.

Assessment planning

Your assessor will record their **assessment planning** and regularly give you feedback.

Your	**Evidence** is your proof that you meet the requirements for this NVQ.
evidence	

Evidence could be:

- your practice – including the record of the observation of the candidate's performance
- your reflective account/practice journal
- products of your own work and contributions you have made, such as: care plans, minutes, reports, project reports, etc.
- case studies
- witness testimony
- service user/carer testimony
- answers to oral and written questions
- written assignments and projects
- previous experience and learning
- role play.

Performance evidence should be gathered wherever possible from naturally occurring evidence collected in the work place. Knowledge to support performance should be based on practice evidence and reflection.

Your assessor can also supply evidence (through their records of assessment for example, observations they have carried out and/or your responses to questions they have asked you).

Evidence can be anything that proves:

- what you can do
- how well you do it
- the level of knowledge you have in relation to what you do
- the level of understanding you have about what you do, how you do it, and why you do it.

Your assessor will provide evidence to prove your skills, knowledge and understanding, by observing you carry out your duties in the workplace and writing a report on what they have observed. After your assessor has observed you, they will ask you questions to confirm what you know and

Assessor's report understand. This **assessor's report** (one piece of evidence) could be enough evidence to fulfil a number of requirements of this NVQ.

How much evidence do I need?

You do not have to produce a separate piece of evidence for each performance criteria and each knowledge requirement. Try to match each piece of evidence to as many performance criteria and knowledge requirements as you can, **across as many units** as you can.

Quality and quantity Remember the minimum requirements for the **quality and quantity** of evidence you must provide are listed in the section of the unit called evidence requirements.

What happens to my evidence?

The evidence you provide will be assessed (checked by your assessor against the NVQ requirements). Your assessor will want you to continue providing evidence until they are satisfied that there is enough consistent proof that you are competent. To be accepted as proof of your competence, your evidence must:

- come from work you have carried out in a real work situation
- be your own work or relate to you
- reflect what <u>you can do now</u>, not what you could do a few years ago or what you wish to do in the future.

Where do I keep my evidence?

Portfolio

You may decide to keep some of your evidence in a file (a **portfolio** of evidence) or you may want to record what the evidence is and where it can be found. Your **portfolio** can be paper based or in an electronic format. For example, if you keep records of care plans on a spreadsheet you may want to print a section from this record as evidence to be stored in your **portfolio**. However, you may decide to make a note of what records you entered and where they can be found. This is called **signposting** evidence. The important thing to remember about evidence is that it must be available for your assessor to assess and for other people (called internal and external verifiers) to have access to in the future.

Signposting

My work involves confidential information, how can I use this as evidence?

Confidential information

In some situations, the work that you are involved with may include **confidential information** relating to your organisations service users. It may not be appropriate to include this information in your portfolio of evidence.

If the evidence contains, for example, confidential service user information, this information could be removed from the document before it is submitted as evidence. If the evidence takes the form of a document which is reporting on confidentiality sensitive details throughout, you could either:

Signpost

- **signpost** the evidence within your portfolio (as long as it would be available for your assessor, internal verifier and external verifier to see) or

Observation report

- your assessor could provide an **observation report** of what they have seen and how it shows that you are competent. This observation report would then form part of the evidence in your portfolio.

Legal requirements

Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs, floppy disks and paper-based or digitally formatted documents. Information relating to practice information must comply with **legal requirements** and best practice in the sector in relation to confidentiality of information.

Record of achievement

How do I keep track of what I've done?

We have designed a **record of achievement** form for you to keep track of your achievements. We have provided a blank form for you to use if you want to.

Evidence record sheet

We have also designed an **evidence record sheet** for you to record your evidence and where it is located.

The evidence record sheet (or a suitable alternative) will allow you, your assessor and the internal and external verifiers to see what each piece of evidence refers to.

The evidence record sheet (or a suitable alternative) is mandatory – you must keep a record of what has been assessed and where it can be found.

Your assessor may give you alternative forms to use. This is acceptable as long as they include all the information needed.

Where do I keep all my records?

CAR

You must keep your evidence record sheets (or alternatives that your assessor may give you) together in a file. These sheets are your **cumulative assessment record** or **CAR** for short. This is a **compulsory** requirement of this NVQ. A copy of this record is included within this resource pack.

Helpful Hints

When collecting evidence, the following will help you:

1   **Start by thinking about what activities you do in your current role** and match these to the units of competence specified for the NVQ.

2   **Identify evidence that you could gather naturally** while carrying out your everyday work and cross reference these to as many performance criteria and knowledge requirements as possible (either within the same unit or across other units). Apply a single piece of evidence to as many units as possible. This is not only economical in terms of collecting evidence, but it also gives a more holistic, or rounded, picture of your competence.

3   **Go for quality rather than quantity**. Well chosen pieces of evidence can count for much more than a vast amount of evidence which only loosely applies.

4   **Mix the types of evidence you offer**. A good mixture containing some observation of practice, some products of your work, some witness reports and so on, leads to a more streamlined, better-balanced approach which is more convincing to your assessor.

5   **Choose evidence which reflects your current competence.** Evidence can come from things you did in the past but your assessor must be convinced that the evidence you offer reflects your current competence.

6   **Do not treat reference materials** (such as company policies and training materials) **as evidence,** because they do not demonstrate your competence, unless you can demonstrate that you produced them or how you have used them in your everyday work.

7   **You can also use your assessor's records of your assessment as evidence**.

8   **You do not have to keep all evidence in a paper portfolio**. If you keep evidence somewhere else, for example, in a filing cabinet, or on a computer disk, record what the evidence is and where the evidence is located. The location of evidence needs to be clearly signposted on your evidence record sheet.

9   **The NVQ units of competence** do not form part of your evidence. You will probably want to keep the units alongside your evidence for reference but we do not need you to include a copy of the units with your evidence for assessment or verification.

10   Although not compulsory, you may find it useful to include a copy of your **curriculum vitae (CV)** with your evidence to show your previous qualifications and work history.

11   **Confidential and unavailable evidence**. Your assessor should have access to this type of evidence to assess your competence. However, in some cases your assessor's description of the evidence they have seen will be more suitable, depending on the type of evidence.

12   **Show your evidence to your assessor regularly**.

What is a CAR?

Your record

This is the cumulative (ie ongoing) assessment record that consists of evidence record sheet(s) for each unit. Your CAR belongs to you. It gives details of evidence that has been accepted as proof of your competence and where the evidence can be found. It is **your record** of evidence that has been assessed and accepted by your assessor. Your assessor will help you prepare your CAR.

Unit certificate

Once your assessor has decided that you have provided enough evidence to prove your competence in a unit, they will sign the unit off, and you will not need to collect any more evidence for that unit. A **unit certificate** can be claimed from OCR at this point. If you want to do this you should discuss it with you assessor.

Can my evidence count towards Key Skills units?

Key Skills

The evidence you produce for your qualification may prove you have the skills required for the **Key Skills** units. Signposting to Key Skills and further guidance should be requested from your Centre. You may also visit the OCR website www.ocr.org.uk for further details.

Can my Assessor make Reasonable Adjustments for my specific assessment needs?

Access

We have tried to make sure that no unnecessary **access** restrictions will slow down your progress. You must have the same chances as everyone else to prove your competence and collect evidence. If you need mechanical, electronic or other aids to show your competence, please talk to your assessor about this. You can use aids as long as they are generally commercially available and it is practical to use them during your normal work.

Appeals   We do not think that you will ever have to use our **appeals** procedure, but if you do, the process is described in the OCR Publication *National Vocational Qualifications and Other Verified Qualifications – Centre Guidance* (reference code L526) which can be downloaded from the OCR website www.ocr.org.uk. Select exams officers on the home page and follow the link to verified qualifications.

What if I cannot complete enough units to claim a full NVQ?

NVQs are very flexible and allow you to achieve recognition for what you have achieved even if you don't finish the whole qualification.

NVQ certificate Unit certificate   To gain **a full NVQ certificate** you must collect enough evidence to prove you are competent in all the required units. If you cannot finish all of the units for the full qualification, you may claim **a unit certificate** that lists the unit or units that have been signed off by your assessor. You may do more than the necessary number of units in which case the additional units will be shown on your unit certificate.

You should have the opportunity to claim unit certificates as you progress if you want to, rather than waiting until everything is completed. If you want to do this you should discuss it with your assessor.

**You cannot fail an NVQ, and we do not grade your results.
You are either competent or not yet competent**

QUALIFICATION SPECIFICATION

OCR LEVEL 4 NVQ IN HEALTH AND CARE

(Qualification Accreditation Number 100/4926/5)

To achieve this qualification, candidates must achieve 8 units made up of 4 Core units and 4 Optional units (including the choice of the specialist unit/route).

Candidates can also undertake the additional unit, although this is not required to complete the qualification.

Core Units

41   Use and develop methods and systems to communicate record and report
(QCA Unit Number T/102/8825)
41a   Identify methods and systems to promote effective communication and engagement with individuals and key people
41b   Develop and use communication methods and systems to promote effective communication
41c   Evaluate communication methods and systems
41d   Maintain and share evidence based records and reports

42   Contribute to the development and maintenance of healthy and safe practices in the working environment
(QCA Unit Number A/102/8826)
42a   Contribute to monitoring compliance with health, safety and security regulations and requirements
42b   Contribute to the development of systems to manage risk to self, staff and others
42c   Contribute to the development of health, safety and security polices, procedures and practices

43   Take responsibility for the continuing professional development of self and others
(QCA Unit Number F/102/8827)
43a   Take responsibility for own personal and professional development
43b   Contribute to the personal and professional development of others

Two Qualification Routes

Either

Children and Young People Route

44   Develop practice which promotes the involvement, well-being and protection of children and young people
(QCA Unit Number J/102/8828)
44a   Develop and support practice that values and respects children and young people's rights and responsibilities
44b   Develop and support practice that enables children and young people to express their views and preferences
44c   Promote the protection of children and young people from harm and abuse

Or

Adults Route

**45   Develop practices which promote choice, well-being and protection of all
         individuals**
(QCA Unit Number L/102/8829)
45a   Develop and maintain effective relationships to promote the individual's choice about their
        care
45b   Promote the individual's rights to expect and receive respect for their diversity, difference
        and preferences
45c   Promote the protection of all individuals

Optional Units

Children and Young People Specific Optional Units

**46   Independently represent and advocate with, and on behalf of, children and young
         people**
(QCA Unit Number F/102/8830)
46a   Work with children and young people to identify how and by whom they wish to be
        represented
46b   Work with children and young people to represent their needs and wishes
46c   Help children and young people understand the procedures and outcomes from the
        representation
46d   Support children and young people to evaluate their experiences of the advocacy support
        and the systems they have encountered

**47   Help parents and carers to acquire and use skills to protect and take care of
         children and young people**
(QCA Unit Number J/102/8831)
47a   Identify with parents and carers, the skills they require to protect and take care of their
        children and young people
47b   Help parents and carers develop, use and evaluate their interactions, behaviour and
        parenting skills
47c   Observe and evaluate parents and carers inter-acting with children and young people

**48   Demonstrate a style of leadership that ensures an organisational culture of open
         and participatory management and practice**
(QCA Unit Number D/102/4798)
48a   Develop leadership practice which promotes the well-being of individuals through group
        care
48b   Develop and demonstrate a leadership style that promotes a culture of openness and
        participation
48c   Manage practice issues, conflicts and dilemmas
48d   Promote a positive image of residential care as a part of the overall service

**49   Develop and maintain an environment which safeguards and protects children and
         young people**
(QCA Unit Number D/102/4803)
49a   Develop and maintain an open and safe environment
49b   Assess risk and minimise harm to individual children and young people and the group
49c   Protect children and young people from emotional, physical and sexual abuse, neglect
        and bullying
49d   Create and maintain an environment which promotes acceptable behaviour

Adult Route Specific Units

410 **Advocate with, and on behalf of, individuals, families, carers, groups and communities**
(QCA Unit Number Y/102/6176)
410a Assess whether you should act as an advocate for the individual, family, carer, group and community
410b Assist individuals, families, carers, groups and communities to access independent advocacy
410c Advocate for, and with, individuals, families, carers, groups and communities

411 **Manage a service which meets the best possible outcomes for the individual**
(QCA Unit Number L/101/3277)
411a Ensure services are designed and reviewed to promote and maximise the achievement of the best possible outcomes for individual individuals
411b Ensure the promotion of participation and independence in order to facilitate the achievement of the best possible outcomes
411c Manage and monitor systems for the assessment of risk of abuse, failure to protect and harm to self and others
411d Manage and monitor systems for the administration of medication

412 **Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions**
(QCA Unit Number R/101/3278)
412a Design and implement a service which addresses the needs of individuals experiencing significant life events
412b Ensure the service responds effectively to individuals experiencing major life changes or losses

Generic Optional Units

413 **Manage requests for health and care services**
(QCA Unit Number L/102/8832)
413a Promote the health and care services offered by your organisation
413b Evaluate your organisation's ability and willingness to provide health and care services for individuals
413c Process successful requests for health and care services

414 **Assess individual needs and preferences**
(QCA Unit Number R/102/8833)
414a Work with individuals to assess their needs and preferences
414b Support staff, individuals and key people to identify changes in the care needs of individuals
414c Revise assessments to meet the changing needs and preferences

415 **Produce, evaluate and amend service delivery plans to meet individual needs and preferences**
(QCA Unit Number Y/102/8834)
415a Develop service delivery plans
415b Monitor service delivery plans
415c Evaluate and make adjustments to service delivery plans

416 **Develop, implement and review care plans with individuals**
(QCA Unit Number D/102/8835)
416a Develop care plans to meet individual needs and preferences
416b Implement care plans
416c Review and revise care plans to meet changing needs, preferences and circumstances

417 Assess individuals' mental health and related needs
(QCA Unit Number H/102/8836)
417a   Determine the appropriateness and priority of referrals
417b   Agree the nature and purpose of assessments with individuals
417c   Assess the nature and extent of individuals' mental health and related needs in accordance with relevant legislation
417d   Agree courses of action with individuals following assessments

418 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs
(QCA Unit Number K/102/8837)
418a   Obtain information about individuals' mental health needs
418b   Identify and review the preferred options of individuals for addressing their mental health needs
418c   Review needs, risks and options taking into account legal and other requirements
418d   Agree a course of action to meet individual's mental health needs

419 Provide advice and information to those who enquire about mental health needs and related services
(QCA Unit Number M/102/8838)
419a   Determine individual's requirements for advice and information about mental health needs and related services
419b   Provide advice and information about mental health needs and related services

420 Promote leisure opportunities and activities for individuals
(QCA Unit Number T/102/8839)
420a   Raise awareness of the value of leisure opportunities and activities for individuals
420b   Negotiate and agree leisure opportunities and activities for individuals

421 Promote employment, training and education opportunities for individuals
(QCA Unit Number K/102/8840)
421a   Raise awareness of the value of employment, training and education for individuals
421b   Negotiate employment, training and education opportunities for individuals

422 Promote housing opportunities for individuals
(QCA Unit Number M/102/8841)
422a   Raise awareness of the housing needs of individuals
422b   Negotiate and agree housing for individuals

423 Assist individuals at formal hearings
(QCA Unit Number T/102/8842)
423a   Support individuals to understand the format and proceedings of the formal hearing
423b   Work with individuals to identify and understand papers, documents and likely outcomes from the hearing
423c   Assist individuals to present their case at the hearing
423d   Support individuals to evaluate and understand the outcomes and assess the implications of the outcomes on themselves and others

424 Supervise methadone consumption
(QCA Unit Number A/102/8843)
424a   Establish and maintain contact with methadone prescribers and individuals
424b   Dispense methadone prescriptions for individuals
424c   Supervise methadone consumption by individuals

425   Support people who are providing homes for individuals and/or children and young people

(QCA Unit Number F/102/8844)

425a   Provide information and support for those providing homes for individuals and/or children and young people

425b   Support those who are providing homes for individuals and/or children and young people

425c   Review the care being provided for individuals and/or children and young people

426   Empower families, carers and others to support individuals

(QCA Unit Number J/102/8845)

426a   Promote the contribution of families, carers and others to supporting individuals

426b   Work with families, carers and others to achieve positive goals for individuals

426c   Enable families, carers and others to review the effectiveness of the support they provide

427   Assess the needs of carers and families

(QCA Unit Number L/102/8846)

427a   Identify the needs, vulnerabilities and circumstances of carers and families

427b   Evaluate and review the needs, vulnerabilities and circumstances of carers and families

427c   Make and present assessments of the needs, vulnerabilities and circumstances of carers and families

428   Develop, implement and review programmes of support for carers and families

(QCA Unit Number R/102/8847)

428a   Obtain information about the needs of carers and families

428b   Develop programmes of support for carers and families

428c   Implement programmes of support for carers and families

428d   Review the effectiveness of the support programmes with carers and families

429   Work with groups to promote individual growth, development and independence

(QCA Unit Number R/102/6175)

429a   Identify opportunities to form and support groups

429b   Use group programmes, processes and dynamics to promote individual growth, development and independence, and to foster interpersonal skills

429c   Help groups to achieve planned outcomes for their members and to evaluate the appropriateness of their work

429d   Disengage from groups appropriately

430   Support the protection of individuals, key people and others

(QCA Unit Number Y/102/8848)

430a   Support individuals to identify and take action to deal with situations, events and behaviour that may result in danger, harm and abuse

430b   Support individuals to evaluate and provide feedback on actions to manage the risk of danger, harm and abuse

430c   Monitor and evaluate systems to protect individuals

431   Support individuals where abuse has been disclosed

(QCA Unit Number D/102/8849)

431a   Support individuals who disclose abuse

431b   Support individuals who have been abused

432   Enable families to address issues with individuals' behaviour

(QCA Unit Number R/102/8850)

432a   Negotiate and agree with families how they may help individuals address their behaviour

432b   Support families as they help individuals address their behaviour

432c   Enable families to review the effectiveness of addressing individuals' behaviour

433   Develop joint working agreements and practices and review their effectiveness
(QCA Unit Number Y/102/8851)
433a   Establish requirements for joint working
433b   Agree and review joint working agreements and practices
433c   Identify and work within the boundaries, roles and responsibilities of joint working
           agreements and practices

434   Maintain and manage records and reports
(QCA Unit Number D/102/8852)
434a   Maintain records and reports
434b   Provide evidence for judgements and decisions
434c   Implement legal and policy frameworks and protocols for access to records and reports
434d   Share information with individuals, families, groups and communities

435   Manage the development and direction of the provision
(QCA Unit Number H/102/4799)
435a   Develop, implement and review a Statement of Purpose
435b   Manage time and resources to deliver a quality service
435c   Contribute to the strategic and business planning of the service
435d   Contribute to the management and monitoring of budgets

436   Promote and manage a quality provision
(QCA Unit Number F/102/4809)
436a   Develop systems to ensure that quality standards are implemented and achieved
436b   Implement polices to maximise quality of care, protection and appropriate control
436c   Ensure residents are involved in setting up and monitoring quality systems
436d   Monitor and review quality systems, polices and procedures

437   Promote your organisation and its services to stakeholders
(QCA Unit Number H/102/8853)
437a   Plan to promote your organisation and its services
437b   Communicate key messages to stakeholders
437c   Evaluate the effectiveness of promotional activities

**438   Develop and disseminate information and advice about substance use, health and
           social well-being**
(QCA Unit Number K/102/8854)
438a   Plan the production of information and advice materials
438b   Design and produce information and advice materials
438c   Disseminate information and advice materials
438d   Evaluate the production and dissemination of information and advice materials

439   Contribute to the development of organisational policy and practice
(QCA Unit Number M/102/8855)
439a   Contribute to identifying potential for organisational development
439b   Present information and ideas to contribute to organisational development

440   Support effective governance
(QCA Unit Number T/102/8856)
440a   Establish your organisation's legal, regulatory, social and ethical responsibilities
440b   Ensure compliance with legal, regulatory, social and ethical responsibilities

441   Invite tenders and award contracts
(QCA Unit Number A/102/8857)
441a   Invite and evaluate tenders
441b   Negotiate and award contracts for the provision of services

442   Monitor and evaluate the quality, outcomes and cost-effectiveness of substance misuse services
(QCA Unit Number F/102/8858)
442a   Manage the performance of providers of substance misuse services
442b   Evaluate and improve the quality, outcomes and cost-effectiveness of services

443   Procure services for individuals
(QCA Unit Number J/102/8859)
443a   Specify services to meet the needs of individual service users
433b   Negotiate and agree contracts for specific services
433c   Monitor and evaluate the quality of services provided

444   Contribute to the selection, recruitment and retention of staff to develop a quality service
(QCA Unit Number T/102/4807)
444a   Identify requirements for staff selection
444b   Contribute to the recruitment of staff in accordance with legal, regulatory and service guidance
444c   Ensure recruitment of suitable staff to meet the needs of the service
444d   Contribute to staff retention polices and practice

445   Recruit and place volunteers
(QCA Unit Number A/102/8860)
445a   Specify volunteer roles and the knowledge, skills and experience required
445b   Assess with volunteers their suitability for volunteer roles
445c   Place volunteers
445d   Enter into volunteering agreements with volunteers

446   Manage a dispersed workforce to meet the needs and preferences of individuals at home
(QCA Unit Number F/102/8861)
446a   Manage the work of staff in an individual's home
446b   Supervise and support staff to ensure that health and care services are meeting individual needs and preferences
446c   Respond to day-to-day changes and emergencies

447   Represent the agency in courts and formal hearings
(QCA Unit Number M/101/7449)
447a   Exchange information at courts and formal hearings
447b   Present reports at courts and formal hearings

448   Provide and obtain information at courts and formal hearings
(QCA Unit Number M/101/7483)
448a   Provide and obtain written information at courts and formal hearings
448b   Make oral contributions to courts and formal hearings

449   Represent one's own agency at other agencies' meetings
(QCA Unit Number U1054565)
449a   Obtain information from other agencies' meetings
449b   Make contributions to other agencies' meetings

450   Develop risk management plans to support individual's independence and daily living within their home
(QCA Unit Number J/102/8862)
450a   Prepare to carry out risk assessments
450b   Carry out risk assessments
450c   Develop, agree and regularly review risk management plans for individuals

451   Lead teams to support a quality provision
(QCA Unit Number L/102/8863)
451a   Establish effective working relationships with team members
451b   Establish and support team members to carry out their work activities, roles and
              responsibilities
451c   Assess and provide feedback on individual and team performance

Additional Unit for both routes

**452   Contribute to the development, maintenance and evaluation of systems to promote
              the rights, responsibilities, equality and diversity of individuals**
(QCA Unit Number R/102/8864)
452a   Contribute to developing, maintaining and evaluating systems that respect the rights and
              interests of individuals
452b   Contribute to developing, maintaining and evaluating systems to ensure that everyone is
              treated equally
452c   Contribute to developing, maintaining and evaluating systems that promote confidence in
              you and your organisation

QUALIFICATION SPECIFICATION

CORE NVQ UNITS OF COMPTENCE

The core units have been provided within this resource. Candidates must obtain copies of their chosen optional units from their assessor. These can also be viewed on the OCR website www.ocr.org.uk

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41   USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

Unit overview

Elements of competence

41a   Identify methods and systems to promote effective communication and engagement with individuals and key people

41b   Develop and use communication methods and systems to promote effective communication

41c   Evaluate communication methods and systems

41d   Maintain and share records and reports

About this unit

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

Scope

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

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

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

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

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

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

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

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

41   USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

Unit overview (continued)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit 44. If you are working with adults they can be found in unit 45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit 44 or unit 45 in your practice and through your knowledge.

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

41   USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

Key words and concepts

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

Active support	Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Engagement	Promoting the active involvement of individuals in communication. It requires consistency between your verbal and non-verbal behaviour that respects the individual's and key people's experience, expertise, culture, history and religion
Evaluation information	Feedback received from all sources (including individuals and key people) that when collated and interpreted will allow decisions to be made about the effectiveness of communication methods and systems
Evidence	The information on which judgements should be made. When providing evidence you should clearly differentiate between what is fact, what is opinion, what is based on research and knowledge based practice
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Language sensitivity	Being sensitive to people's language needs and preferences
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: - be respected - be treated equally and not be discriminated against - be treated as an individual - be treated in a dignified way - privacy - be protected from danger and harm - be cared for in a way they choose - access information about themselves - communicate using their preferred methods of communication and language

41 USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

Key words and concepts (continued)

Risks	The likelihood of danger, harm or abuse arising from anything or anyone
Staff	People who work in any position within your organisation

41 USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

41a Identify methods and systems to promote effective communication and engagement with individuals and key people

Performance criteria

You need to show that:

1 You provide **active support** to enable **individuals**, **key people** and those within and outside your organisation to identify what needs to be in place to promote effective communication and **engagement**

2 You review the specific communication and language needs and preferences across the range of individuals with whom you and other staff work

3 You identify any potential and actual barriers to communication and engagement

4 You support others within and outside your organisation to understand and overcome barriers to communication and engagement

5 You identify changes to the environment that will promote communication, including language sensitivity, and increase participation of individuals and key people

6 You work with individuals, key people and those within and outside your organisation to agree how to resolve conflicts of opinion and perspective

7 You identify different styles and methods to communicate and engage with individuals and key people

8 You seek information and advice from specialists to enable you to promote communication and engagement

41   USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

41b   Develop and use communication methods and systems to promote effective communication

Performance criteria

You need to show that:

1   You assess and support others to assess the potential impact of any communication on the short, medium and long term outcomes for individuals, key people and those within and outside your organisation

2   You communicate in ways that respect the rights and concerns of individuals and key people, using the individual's preferred method of communication and language

3   You develop and use different methods, styles and skills to communicate and engage with individuals and key people

4   You act as a positive role model to support and encourage the active participation and engagement of individuals and key people

5   You modify the content and structure of your communication to:
   • take account of the purpose of the communication
   • meet the needs and concerns of individuals and key people
   • address any barriers to effective communication and engagement

6   You use a range of skills, different systems and methods to promote effective communications between:
   • staff
   • staff and individuals
   • staff and key people
   • people within and outside your organisation

7   Where possible, you change and support others to change environments to improve communication, participation and engagement

8   You seek additional information and advice where improvements and changes are outside your competence and responsibilities to deal with

41 USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

41c Evaluate communication methods and systems

Performance criteria

You need to show that:

1 You agree the information that needs to be collected and when it needs to be made available

2 You work with individuals and key people to evaluate their experience of the different forms of communication and support them to identify whether and where improvements could be made

3 You evaluate the effectiveness of communication systems:
   - in supporting individuals and key people
   - in promoting inter-agency and partnership working
   - in responding to comments and complaints

4 You provide **evaluation information** to those involved in an accessible form and in sufficient time for it to be considered in relevant forums

5 You record, report and make recommendations for changes and improvements to communication systems based on the evaluation information collected and other **evidence**

6 You contribute to changing systems to enable more effective communication between:
   - staff
   - staff and individuals
   - staff and key people
   - people within and outside your organisation

7 You seek information and advice where improvements and changes are outside the scope of your expertise

41 USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

41d Maintain and share records and reports

Performance criteria

You need to show that:

1   You identify, clarify and use legal, organisational and inter-agency policies and protocols for accessing and completing records and reports

2   You provide evidence for your judgements and decisions within the records and reports, including where this is based on informed opinion

3   You record evidence which:
- supports your judgements and decisions
- conflicts with your judgements and decisions
- clarifies events and decisions

4   You produce records and reports that:
- reflect best practice
- are accurate, concise, objective, understandable, legible and accessible to individuals, key people and others
- document conflicts, disagreements, unmet needs and any **risks** associated with these
- document improvements, positive achievements and outcomes
- use information and communication technology

5   You ensure that individuals have access to information about themselves that they can understand

6   You check and agree the accuracy of the records and evidence with all concerned in the decision making process, and acquire the appropriate signatures, if required

7   You receive, discuss and take action in response to feedback from those who receive your records and/or reports

8   You store and share records and reports, within confidentiality agreement and according to legal, organisational and inter-agency agreements and requirements

41   USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

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**.

Values

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

Legislation and policy

6   Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when communicating, recording and reporting
7   Current local, UK and European legislation and organisational requirements, procedures and practices for:
   * data protection
   * employment practices
   * protecting individuals from danger, harm and abuse
   * making and dealing with complaints and whistle blowing
   * multi-disciplinary and multi-agency working
   * working in integrated ways to promote the individual's well-being
   * promoting your organisation's services and facilities
   * managing and processing requests for health and care services, and the parameters for accepting or rejecting requests for your organisation

41 USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

Knowledge specification for the whole of this unit (continued)

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

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

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

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

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

Theories and practice

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

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

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

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

17 Theories about:
- human growth and development and how this can influence and affect communication abilities
- communication abilities and skills and their impact on an individual's
- identity, self-esteem and self-image
- power relationships and how these can be used and abused when communicating with vulnerable people
- multi-disciplinary and multi-organisational working and communication
- evidence based research and knowledge based research and the benefits of both when recording and reporting

18 Knowledge of the physical and mental health conditions you are likely to have to deal with and make judgements on when managing and processing requests for services

19 Health, social, emotional, financial and environmental factors that affect the communication skills and abilities and well-being of individuals, families, groups and communities

20 How different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership communications and working

21 Physical and mental health conditions you are likely to have to deal with in your work with individuals, families, carers, groups and communities and their effect on the communication needs of individuals

22 Methods of supporting individuals and key people to express their wishes, needs and preferences about their preferred methods of communication and language

41 USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

Knowledge specification for the whole of this unit (continued)

23   Specific equipment that will enable individuals with speaking, sight or hearing difficulties and additional needs or learning difficulties to receive and respond to information and how to access and use this

24   Methods of supporting staff to work with individuals, key people and others to use and evaluate communication systems and methods

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

26   The types of records and reports you are required to complete within your work role and how to complete them

27   The different types of data that can be used within reports and records and which are best for records and reports you need to access, complete, use and develop

28   Communication systems, structures and practice and how to evaluate and improve these

29   Methods of working which facilitate the resolution of the conflicts that you are likely to face when communicating with individuals and key people

30   The range of skills, styles and methods that promote good communication practice

31   How and where Information Communication Technologies can and should be used for communicating, recording and reporting

41 USE AND DEVELOP METHODS AND SYSTEMS TO COMMUNICATE, RECORD AND REPORT

Evidence requirements for this unit

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for most of the performance criteria from real work actives and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and values and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulations are NOT permitted for elements b and c. However in exceptional circumstances for element a simulation is permitted and only if the evidence cannot be generated from real work activity.

Competences can be demonstrated using a variety of types of evidence from the following:
- **Work products:** these can be any record that you would normally use within your normal role eg supervision notes, outline of training plans, policies and procedures, etc.
- **Assignments/projects:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describing your actions in a particular situation(s) and reflection on the reason(s) for you practicing in that way, in relation to the individuals you work with and their day-to-day progress.
- **Questioning and professional discussion:** you and your assessor may agree on questions to demonstrate your knowledge and/or performance, to supplement the evidence demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.
- **Witness testimonies:** these could be from other people who could provide evidence of your ability to use and develop communication and recording methods.

  NB **Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

42 CONTRIBUTE TO THE DEVELOPMENT AND MAINTENANCE OF HEALTHY AND SAFE PRACTICES IN THE WORKING ENVIRONMENT

Unit overview

Elements of competence

42a   Contribute to monitoring compliance with health, safety and security regulations and requirements

42b   Contribute to the development of systems to manage risk to self, staff and others

42c   Contribute to the development of health, safety and security policies, procedures and practices

About this unit

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

Scope

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

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

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

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

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

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

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

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

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

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

42 CONTRIBUTE TO THE DEVELOPMENT AND MAINTENANCE OF HEALTHY AND SAFE PRACTICES IN THE WORKING ENVIRONMENT

Unit overview (continued)

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

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2,] the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit 44. If you are working with adults they can be found in unit 45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit 44 or unit 45 in your practice and through your knowledge.

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

42   CONTRIBUTE TO THE DEVELOPMENT AND MAINTENANCE OF HEALTHY AND SAFE PRACTICES IN THE WORKING ENVIRONMENT

Key words and concepts

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

Accident	Unforeseen major and minor incidents where an individual is injured
Approved methods and procedures	These are methods and procedures that have been set down in legalisation, set by your organisation, identified in risk assessments and/or set down by the producers of the items, materials or equipment
Danger	The possibility of harm and abuse happening
Emergencies	Immediate and threatening danger to individuals and others
Harm	The effects of an individual being physically, emotionally or sexually injured or abused
Hazards	Something with the potential to cause harm
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be cared for in a way they choose • access information about themselves • communicate using their preferred methods of communication and language
Risks	The likelihood of the hazards potential being realised

CONTRIBUTE TO THE DEVELOPMENT AND MAINTENANCE OF HEALTHY AND SAFE PRACTICES IN THE WORKING ENVIRONMENT

Key words and concepts (continued)

The working environment	This will include all environments in which you work
Violence	Physical abuse against and towards a person

42 CONTRIBUTE TO THE DEVELOPMENT AND MAINTENANCE OF HEALTHY AND SAFE PRACTICES IN THE WORKING ENVIRONMENT

42a Contribute to monitoring compliance with health, safety and security regulations and requirements

Performance criteria

You need to show that:

1 You ensure the people with whom you work are aware of legal and organisational health, safety and security policies, procedures and practices relevant to their work

2 You identify and work with others to assess, minimise and manage potential **risks** and **hazards** in **the working environment**

3 When you monitor health, safety and security policies, procedures and practices, you take appropriate action where they are not being adhered to

4 You act as a role model in adhering to health, safety and security policies, procedures and practices

5 You challenge and report working practices that are unsafe and unhealthy

6 You ensure that you and the people with whom you work use **approved methods and procedures** when carrying out potentially hazardous work activities

7 You take appropriate and immediate action to manage **emergencies**

8 You take appropriate action where there is the likelihood of an **accident** or injury

9 You complete timed and dated records and reports on health, safety and security issues, practices and incidents, within confidentiality agreements and according to legal and organisational requirements

42 CONTRIBUTE TO THE DEVELOPMENT AND MAINTENANCE OF HEALTHY AND SAFE PRACTICES IN THE WORKING ENVIRONMENT

42b Contribute to the development of systems to manage risk to self, staff and others

Performance criteria

You need to show that:

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

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

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

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

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

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

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

42 CONTRIBUTE TO THE DEVELOPMENT AND MAINTENANCE OF HEALTHY AND SAFE PRACTICES IN THE WORKING ENVIRONMENT

42c Contribute to the development of health, safety and security policies, procedures and practices

Performance criteria

You need to show that:

1   You contribute to the review and evaluation of health, safety and security policies, procedures and practices within your working environment

2   You support individuals, key people, staff and others within and outside your organisation to:
   - give feedback on health, safety and security policies, procedures and practices
   - indicate where and how improvement could be made

3   You identify areas of policy and practice that need improvement to ensure the safety, security and protection in the working environment

4   You record and report on your contribution to the development of health, safety and security policies, procedures and practices, within confidentiality agreements and according to legal and organisational requirements

42   CONTRIBUTE TO THE DEVELOPMENT AND MAINTENANCE OF HEALTHY AND SAFE PRACTICES IN THE WORKING ENVIRONMENT

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**.

Values

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

Legislation and organisational policy and procedures

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

42   CONTRIBUTE TO THE DEVELOPMENT AND MAINTENANCE OF HEALTHY AND SAFE PRACTICES IN THE WORKING ENVIRONMENT

Knowledge specification for the whole of this unit (continued)

Theory and practice

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

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

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

11   Theories of:
- stress and how it can affect behaviour
- health and safety
- risk assessment and management
- dealing with violence and aggression

12   Methods of multi-disciplinary and multi-organisational working

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

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

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

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

17   How to monitor and promote health, safety and security

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

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

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

42   CONTRIBUTE TO THE DEVELOPMENT AND MAINTENANCE OF HEALTHY AND SAFE PRACTICES IN THE WORKING ENVIRONMENT

Evidence requirements for this unit

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for most of the performance criteria from real work actives and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and values and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulations are NOT permitted for elements b and c. However in exceptional circumstances for element a simulation is permitted and only if the evidence cannot be generated from real work activity.

Competences can be demonstrated using a variety of types of evidence from the following:
- **Work products:** these can be any record that you would normally use within your normal role eg individual's care plan, accident/incident book, supervision notes, outline of training plans, policies and procedures, etc.
- **Assignments/projects:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, especially in relation to health and safety). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describing your actions in a particular situation(s) and reflection on the reason(s) for you practicing in that way, in relation to the individuals you work with and their day-to-day progress.
- **Questioning and professional discussion:** you and your assessor may agree on questions to demonstrate your knowledge and/or performance, to supplement the evidence demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.
- **Witness testimonies:** these could be from other people who could provide evidence of your ability to maintain health and safety.

   NB **Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

43   TAKE RESPONSIBILITY FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF SELF AND OTHERS

Unit overview

Elements of competence

43a   Take responsibility for own personal and professional development
43b   Contribute to the personal and professional development of others

About this unit

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

Scope

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

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

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

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

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

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

43 **TAKE RESPONSIBILITY FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF SELF AND OTHERS**

Unit overview (continued)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit 44. If you are working with adults they can be found in unit 45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit 44 or unit 45 in your practice and through your knowledge.

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

43 TAKE RESPONSIBILITY FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF SELF AND OTHERS

Key words and concepts

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

Constructive feedback	Comments about your strengths or areas that need developing, that are useful for improving your practice
Development opportunities	Opportunities that enable you to develop and practice more effectively
Personal and professional development	Knowledge and practice of any type that will enable you to develop within your job role both as a person and as a practitioner
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Practice	Practice covers every aspect of the work you do including your skills, knowledge, attitudes and behaviour. It also involves experiences and personal beliefs that might affect your practice
Reflect	This is the process of thinking about every aspect of your practice including identifying where and how it could be improved
Rights	The rights that individuals have to:
	• be respected
	• be treated equally and not be discriminated against
	• be treated as an individual
	• be treated in a dignified way
	• privacy
	• be protected from danger and harm
	• be cared for in a way they choose
	• access information about themselves
	• communicate using their preferred methods of communication and language
Supervision and support	This can be formal or informal support that is provided from within or outside your organisation
Those with whom you work	The people with whom you work and for whom you have some responsibility within your job role

43 TAKE RESPONSIBILITY FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF SELF AND OTHERS

43a Take responsibility for own personal and professional development

Performance criteria

You need to show that:

1 You identify knowledge and **practice** that could impact on your work and inform your practice

2 You seek critical and constructive comment about your knowledge and practice from **those with whom you work**

3 You regularly monitor, evaluate and **reflect** on:
- your own knowledge, methods and practice
- the knowledge, methods and practice of **others**
- your contribution to inter-agency and team working

to establish how well and in what ways your own knowledge and practice could better meet service and practice needs

4 You seek **supervision and support** to assess the implications of using new knowledge, methods and practice in your work

5 You take responsibility for your own **personal and professional development**, seeking and accessing **development opportunities** to meet your needs

6 You keep up-to-date records of your own personal and professional development, within confidentiality agreements and according to legal and organisational requirements

43 TAKE RESPONSIBILITY FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF SELF AND OTHERS

43b Contribute to the personal and professional development of others

Performance criteria

You need to show that:

1   You provide **constructive feedback** to enable others with whom you work to identify how their practice could better meet service and practice needs

2   You challenge poor practice:
   - constructively
   - in ways that safeguard individuals, key people and others within and outside your organisation
   - in ways that promote the use of best knowledge and evidence-based practice

3   You support others with whom you work to:
   - identify their personal and professional development needs
   - make use of mentoring, assessment and tutoring support

4   You provide personal support and act as a role model for others with whom you work, to enable them to develop their knowledge and practice

5   You identify and disseminate appropriately, information about new knowledge and evidence based practice that would be useful to others with whom you work

6   You identify development opportunities that meet the personal and professional development needs of others with whom you work and enable them to access qualifications

7   You record and report staff development and training within confidentiality agreements and according to legal and organisational requirements

43   TAKE RESPONSIBILITY FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF SELF AND OTHERS

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**.

Values

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

Legislation and organisational policy and procedures

3   Codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when developing your own and the practice of colleagues
4   Current local, UK and European legislation and organisational requirements, procedures and practices for:
   •   data protection
   •   employment practices
   •   developing your own knowledge and skills and the personal and professional development of others
5   Key government initiatives which affect organisational practices on:
   •   the use of evidence and knowledge based practice
   •   the training, education, supervision, support and appraisal of staff
   •   the regulation of the workforce
6   How to access, evaluate and influence organisational and workplace policies, procedures and systems for personal and professional development
7   The purpose of and arrangements for you to provide and receive supervision and appraisal

Theory and practice

8   How and where to access literature, information and support to inform your own and colleague's personal and professional development
9   An up-to-date knowledge of the literature related to best practice in personal and professional development, reflective practice, supervision and support, challenging poor practice, training and support for yourself and colleagues
10   An up-to-date knowledge of government reports, inquiries and research relevant to personal and professional development in your area of work
11   Lessons learned from inquiries into serious failure of health and social care practice, and from successful interventions
12   Principles underpinning personal and professional development and reflective practice
13   How to work in partnership with individuals, key people and those within and outside your organisation to enable you to develop and enhance your knowledge and practice

43 TAKE RESPONSIBILITY FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF SELF AND OTHERS

Knowledge specification for the whole of this unit (continued)

14 Styles and methods of learning that are appropriate to yourself and colleagues
15 Approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts
16 Methods of supporting staff to work with and support individuals, key people and others
17 How to challenge poor practice effectively
18 The differences between assessing, mentoring, appraisal, coaching and tutoring/teaching support
19 The use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
20 Approaches to self-reflection and the reflective practice of others
21 The impact of stress and conflict on organisational, individual and team performance

43 TAKE RESPONSIBILITY FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF SELF AND OTHERS

Evidence requirements for this unit

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and values and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

Competences can be demonstrated using a variety of types of evidence from the following:
- **Assignments/projects:** you may have already completed a Project or Assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describing your actions in a particular situation(s) and reflection on the reason(s) for you practicing in that way, in relation to the individuals you work with and their day to day progress and your own professional progress.
- **Work products:** these can be any record that you would normally use within your normal role eg supervision notes, outline of training plans, minutes from meetings policies and procedures, etc.
- **Questioning and professional discussion:** you and your assessor may agree on questions to demonstrate your knowledge and/or performance, to supplement the evidence demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.
- **Witness testimonies:** these could from other people who can provide evidence of your own development or the ways in which you have contributed to the development of others.

   NB **Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

Unit overview

Elements of competence

44a   Develop and support practice that values and respects children and young people's rights and responsibilities

44b   Develop and support practice that enables children and young people to express their views and preferences

44c   Promote the protection of children and young people from harm and abuse

About this unit

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

Scope

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

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

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

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

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

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

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

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

44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

Unit overview (continued)

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.

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

44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way.

Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

Active support	Support that encourages children and young people to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Carers	Any person who cares for the physical, social and mental well-being of the children
Children and young people	Children and young people from birth to 18 years of age who require health and care services and where the children and young people are "looked after" or still eligible to receive children's/ young people's services until they reach 21. If still in educational provision this age range can rise to 25. Where children and young people use advocates to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard covers the children and young people and their advocate
Evidence based	Practice that is based on evidence, this may be research based evidence and/or knowledge based evidence
Families	The people who are biologically related to children and young people and those who, through relationships, have become an accepted part of their family
Information	Information will include any plans, care needs assessments, records and reports relevant to the children and young people's needs and preferences
Harm	The short, medium and long term affects of a child/young person being physically or mentally injured or abused
Level of development and understanding	Covers the cognitive, physical, social, emotional and intellectual developmental level of children and young people. It can be related to chronological age but where children and young people have disabilities and form of development may be delayed
Life chances	Aspects of children's and young people's lives that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially

44   DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

Key words and concepts (continued)

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

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

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

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

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

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

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

44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

44a Develop and support practice that values and respects children and young people's rights and responsibilities

Performance criteria

You need to show that:

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

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

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

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

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

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

44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

44b   Develop and support practice that enables children and young people to express their views and preferences

Performance criteria

You need to show that:

1   You provide up-to-date and accessible information to enable children and young people to make decisions about their views, needs, preferences, aspirations and expectations

2   You work in partnership with children and young people, parents, families, carers and people within and outside your organisation to promote the children's and young people's rights to be involved in decisions about their lives and well-being

3   You develop and support practice to enable children and young people to identify and take account of risks associated with their needs, views, preferences, aspirations and expectations

4   You develop and support practice which acknowledges and helps children and young people to address losses, dilemmas and conflicts they are, and have been faced with

5   You work with people within and outside your organisation to ensure:
   - that any limitations that have been placed upon parents, families and carers involvement with children and young people are adhered to
   - the contribution of parents, families and carers in meeting the children's and young people's needs, views, preferences, aspirations and expectations, taking account of any restrictions placed upon them
   - parents, families and carers receive the support they need to positively contribute to children and young people's health and well-being

6   You work actively within inter-agency and partnership agreements, as appropriate to your role, to:
   - support the care, **life chances** and **permanency** needed for children and young people
   - enable children and young people to access agreed services and facilities which promote their health, well-being, life chances and permanency

44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

44c   Promote the protection of children and young people from harm and abuse

Performance criteria

You need to show that:

1   You contribute to creating and maintaining an environment that enables children and young people to feel safe, secure and free from harm and abuse/bullying

2   You support parents, families and carers to understand, identify and cope with the effects of limitations and restrictions that are in place to manage identified **risks**

3   You support children and young people to identify and understand aspects of their lives, actions and behaviour, and those of others that could pose a risk to their personal safety and may lead to abuse

4   You ensure that your own practice, and that of others with whom you work:
   •   provides the necessary protection for children and young people
   •   recognises the vulnerability of children and young people to visual, written and electronic forms of communication and media
   •   challenges and takes appropriate action to recognise dangerous, abusive, discriminatory or exploitative behaviour

5   You work with children and young people to understand why it is necessary to set and maintain safe, consistent and understandable boundaries for them and others

6   You assess and take action to minimise and deal with risk where children and young people:
   •   are likely to become, or are involved in offending and offensive behaviour
   •   may be subjected to the offending and offensive behaviour of others

7   You contribute to the development of an open environment and relationships in which children and young people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution

8   You take appropriate and immediate action, following legal and organisational procedures where you or others observe **signs and symptoms** of **danger, harm and abuse** or where this has been disclosed

9   You ensure that your own, and the actions of others; whilst giving priority to the protection of the child/young person; avoid actions and statements that could adversely affect the use of evidence in future investigations and court

10   You ensure that records and reports are timed, dated and completed:
   •   within confidentiality agreements
   •   according to legal and organisational requirements
   •   avoiding statements that could adversely affect the use of evidence in future investigations and court

44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

44c Promote the protection of children and young people from harm and abuse

Performance criteria (continued)

11 You pass on relevant, accurate, reports and information about suspected abuse within confidentiality agreements and according to legal, organisational, inter-agency and partnership requirements

12 You observe, challenge and report on unsafe practice

13 You seek advice, information, guidance and specialist support when you are unable to provide the support needed for the protection of individuals, key people and staff

14 You provide support to others to enable them to cope with thoughts and feelings about suspected harm and abuse and to develop practice

15 You develop strategies and systems to deal with your own thoughts and feelings and reflect on practices

44   DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit. When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role**.

Values

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

Legislation and organisational policy and procedures

5   Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when promoting the choice, well-being and protection of children and young people
6   Current local, UK and European legislation and organisational requirements, procedures and practices for:
- data protection
- making and dealing with complaints
- employment practices
- child protection
- the promotion and safeguarding of children and young people, including whistle blowing procedures
- promoting secure and permanent relationships for children and young people
- parental rights and responsibilities
- multi-disciplinary and multi-agency working
- working in integrated ways to promote children and young people's well-being
7   The philosophy and scope of children's legislation

44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

Knowledge specification for the whole of this unit (continued)

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

9   Frameworks and guidance for children and young people on:
- assessment
- education
- health

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

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

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

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

Theory and practice

14   How and where to access literature, information and support to inform your own and the practice of others when promoting the choice, well-being and protection of children and young people

15   An up-to-date knowledge of:
- the literature related to best practice in promoting the choice, well-being and protection of children and young people
- government reports, inquiries and research relevant to promoting the choice, well-being and protection of children and young people
- government reports, inquiries and research into serious failures to protect children and young people, their parents, families and carers

16   Theories of:
- human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
- identity and self-esteem
- managing loss and change
- conflicts and dilemmas
- stress and how it can affect behaviour
- power relationships and how these can be used and abused
- motivation
- engaging and stimulating children of all ages
- inter-personal communication with children and young people, including those whose age or condition requires non-verbal inter-actions and communications
- supervision and management in child protection

17   Health, social, emotional, financial and environmental factors that affect the well-being of children and young people, families, groups and communities

44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

Knowledge specification for the whole of this unit (continued)

18 Acting as a mentor to assist staff to develop practice in:
- effective communication and engagement with children and young people, their parents, families and carers
- involving children and young people in assessing, planning, implementing, reviewing health and care services and plans, taking into account their needs, views, aspirations and expectations, in ways that are appropriate to the age of the child/young person and their development level and understanding
- working with parents, families and carers to support the children and young people
- working with children and young people who have been abused, bullied, persecuted, who are at risk of danger or harm, of becoming involved in offending behaviour

19 The impact of disruption, including placement disruption
20 Support for children, young people and parents with additional needs
21 Factors that cause risks and those that ensure safe and effective care for individuals
22 Signs and symptoms of danger, harm and abuse
23 Correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed and how to record and report incidents and disclosures
24 The types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
25 The use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
26 How and where Information Communication Technologies can and should be used for carrying out your work activities and recording and reporting

44 DEVELOP PRACTICE WHICH PROMOTES THE INVOLVEMENT, WELL-BEING AND PROTECTION OF CHILDREN AND YOUNG PEOPLE

Evidence requirements for this unit:

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and values and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg supervision notes, outline of training plans, policies and procedures and incident reports, etc.
- **Assignments/projects:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describing your actions in a particular situation(s) and reflection on the reason(s) for you practicing in that way, in relation to the individuals you work with and their day to day progress.
- **Questioning and professional discussions:** you and your assessor may agree on questions to demonstrate your knowledge and/or performance, to supplement the evidence demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.
- **Witness testimonies:** these could be from other people who could provide evidence of your ability to develop and support practices that value and protect children and young people.

  NB **Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

Unit overview

Elements of competence

45a	Develop and maintain effective relationships to promote the individual's choice about their care
45b	Promote the individual's rights to expect and receive respect for their diversity, difference and preferences
45c	Promote the protection of all individuals

About this unit

For this unit you will need to develop, maintain and evaluate systems and support others to promote the rights, responsibilities, equality and diversity of individuals in making choices about their care and protection.

Scope

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

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

Communicate using: the 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.

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

Unit overview (continued)

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

Values underpinning the whole of the unit

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

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

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

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 sexual abuse; financial abuse; bullying; self-harm; reckless behaviour 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, financially or sexually injured or abused
Evidence based	Practice that is based on evidence, this may be research based evidence and/or knowledge based evidence
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be cared for in a way they choose • access information about themselves • communicate using their preferred methods of communication and language

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

Key words and concepts (continued)

Risks	The likelihood of danger, harm or abuse arising from anything or anyone
Role model	When you illustrate best practice through your own behaviour, attitudes, actions and practice. It allows staff, individuals and others to emulate your model
Signs and symptoms	Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

45a Develop and maintain effective relationships to promote the individual's choice about their care

Performance criteria

You need to show that:

1 You develop and maintain relationships with **individuals** and **key people**

2 You provide up-to-date information to support individuals to make informed choices about the care and services they receive

3 You work in partnership with individuals, key people and **others** within and outside your organisation to promote the individual's choice about their care

4 You support individuals to communicate their views about:
- their priorities
- their needs
- the factors that affect their health and well-being
- changes that they are experiencing and are likely to experience in the short, medium and long term

    balancing these views with the rights and responsibilities of key people

5 You develop solutions to deal with conflicts and dilemmas when promoting the individual's rights and responsibilities

6 You seek and use appropriate support:
- when there are conflicts that you cannot resolve
- with areas of work that are outside the scope of your responsibility and your competence to deal with

7 You act as a **role model** to demonstrate to others how to:
- respect and balance the views, preferences and wishes of individuals and key people
- support individuals to have as much control over their lives as possible
- support individuals to use their strengths and abilities
- acknowledge the dilemmas individuals face when balancing their own rights, preferences and responsibilities with those of key people and others

8 You promote individuals' rights to:
- comment and complain and you act on complaints in ways that are open, fair and consistent with legal and organisational requirements
- secure independent advice, support and advocacy when decisions are being made about their lives and futures

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

45b Promote the individual's rights to expect and receive respect for their diversity, difference and preferences

Performance criteria

You need to show that:

1 You ensure that you, and others with whom you work:
   - respect the individual's beliefs, culture, values and preferences
   - treat and value each person as an individual
   - acknowledge the diversity of individuals, key people and others
   - respect the dignity and privacy of individuals, key people and others
   - promote equal opportunities for individuals
   - put the individual's needs and preferences at the centre of everything you do
   - provide **active support** that promotes the participation and inclusion of all individuals
   - support anti-discriminatory practice
   - identify and challenge discrimination and oppression
   - ensure information is disclosed only to those who have the right and need to know

2 You ensure that you and others with whom you work honour work commitments and when this is not possible, explain why

3 You demonstrate that you are trustworthy, reliable and dependable and support others to do the same

4 You support those who need assistance in exercising their rights

5 You seek advice, information and guidance when you are having difficulty implementing systems to promote equality and diversity

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

45c Promote the protection of all individuals

Performance criteria

You need to show that:

1 You support individuals to:
- communicate their fears and knowledge of **risks**, situations, events and personal crises that might result in **danger, harm and abuse**
- identify, agree and use approaches to manage risks and protect themselves from danger, harm and abuse

2 You agree, with individuals and key people, the procedures to follow when situations, events and behaviour occur that could lead to danger and abuse of themselves, key people and others

3 You identify and defuse, where possible and safe to do so, situations that might result in danger, harm and abuse to individuals, key people and others

4 You ensure that you and those with whom you work can access and understand information about:
- the legal and organisational requirements for the protection of individuals, key people, themselves and others
- who can have access to information about actual and suspected harm and abuse
- how to deal with, record and report on incidents of possible and actual danger, harm and abuse avoiding actions and statements that could adversely affect the use of evidence in future investigations and court

5 You contribute to the development of an open environment and relationships in which individuals are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution

6 You take appropriate and immediate action, following legal and organisational procedures where you or others observe **signs and symptoms** of danger, harm and abuse or where this has been disclosed

7 You ensure that your own and the actions of others, whilst giving priority to the protection of the individuals, avoid actions and statements that could adversely affect the use of evidence in future investigations and court

8 You ensure that records and reports are timed, dated, within confidentiality agreements and written according to organisational procedures and legal requirements, avoiding statements that could adversely affect the use of evidence in future investigations and court

9 You pass on relevant, accurate, reports and information about suspected abuse within confidentiality agreements and according to legal, organisational, interagency and partnership requirements

10 You observe, challenge and report on unsafe practice

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

45c Promote the protection of all individuals

Performance criteria (continued)

11 You seek advice, information, guidance and specialist support when you are unable to provide the support needed for the protection of individuals, key people and staff

12 You provide support to others to enable them to cope with thoughts and feelings about suspected harm and abuse and to develop practice

13 You develop strategies and systems to deal with your own thoughts and feelings and reflect on practices

14 You provide **evidenced based** reports, on changes that are needed to systems and structures for the protection of individuals, in accordance with:
- your role and responsibilities
- confidentiality agreements
- legal and organisational requirements

and avoiding statements that could adversely affect the use of evidence in future investigations and court

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

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**.

Values

1   Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when promoting the choice, well-being and protection of individuals
2   Knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
   - place the individual's preferences and best interests at the centre of everything you do
   - provide active support for the individuals
   - recognise the uniqueness of individuals and their circumstances
   - empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks from danger, harm and abuse
3   Methods and ways of working that:
   - support equality and diversity
   - support the rights of people to communicate in their preferred way, media and language
   - are effective when dealing with, and challenging information, documents, systems, structures, procedures and practices that are discriminatory
   - are ethical and adhere to any codes of practice relevant to your work
   - respect other people's ideas, values and principles
4   How to ensure that you and others for whom you are responsible protect the rights and the interests of individuals taking account of any limitations on the individual's rights
5   How to manage ethical dilemmas and conflicts for individuals, those who use services and staff
6   How you and others for whom you are responsible can and should use relationships to promote individuals' rights, choices and well-being

Legislation and organisational policy and procedures

7   Codes of practice and conduct, and standards and guidance relevant to your setting and your own and the roles, responsibilities, accountability and duties of others when developing practices which promote the choices, well-being and protection of all individuals

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

Knowledge specification for the whole of this unit (continued)

8   Current local, UK and European legislation and organisational requirements, procedures and practices for:
- data protection
- health and safety
- risk assessment and management
- employment practices
- protecting individuals from danger, harm and abuse
- making and dealing with complaints and whistle blowing
- multi-disciplinary and multi-agency working
- your responsibility for keeping yourself, individuals and others safe
- developing practices which promote the choices, well-being and protection of all individuals

9   Key government initiatives which affect the organisational practices to promote the choice, well-being and protection of all individuals

10   How to access, evaluate and influence organisational and workplace policies, procedures and systems for the choice, well-being and protection of individuals

11   How different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when promoting the choice, well-being and protection of individuals

12   Policies, procedures, guidance and protocols with the other organisations and professions with whom you work related to promoting the choice, well-being and protection of individuals

13   The purpose of and arrangements for you to provide and receive supervision and appraisal

Theory and practice

14   How and where to access literature, information and support to inform your own and colleagues practice about promoting the choice, well-being and protection of individuals

15   An up-to-date knowledge of:
- the literature related to best practice in promoting the choice, well-being and protection of individuals
- government reports, inquiries and research relevant to promoting the choice, well-being and protection of individuals
- government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people

16   Theories about:
- how power and influence can be used and abused when managing and processing requests for health and care services
- multi-disciplinary and multi-organisational working
- organisational methods, systems and structures
- human growth and development
- identity, self-esteem and self-image
- managing loss and change
- stress and how it can affect behaviour
- inter-personal communication
- promoting the choice, well-being and protection of individuals

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

Knowledge specification for the whole of this unit (continued)

17 Knowledge of the physical, emotional and health conditions of the individuals with whom you and others are likely to work, how the conditions can affect the individual's behaviour and methods of supporting other staff to observe and use best evidence and knowledge based practice in their work

18 Acting as a mentor to assist staff to develop practice in:
- effective communication and engagement with individuals, key people and others
- involving individuals in assessing, planning, implementing, reviewing health and care services and plans, taking into account their needs, views, and preferences
- working with families and carers to support individual people
- working with individuals who have been abused, bullied, persecuted, who are at risk of danger, harm and abuse

19 Factors that cause risks and those that ensure safe and effective care for individuals

20 How to recognise; and what the signs and symptoms of danger, harm and abuse may be generally, and specifically for the individuals with whom you work

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

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

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

24 How and where Information Communication Technologies can and should be used for carrying out your work activities and recording and reporting

45 DEVELOP PRACTICES WHICH PROMOTE CHOICE, WELL-BEING AND PROTECTION OF ALL INDIVIDUALS

Evidence requirements for this unit:

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and valued and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg supervision notes, policies and procedures and incident reports and outline of training plans, etc.
- **Assignment/project:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describing your actions in a particular situation(s) and reflection on the reason(s) for you practicing in that way, in relation to the individuals you work with and their day to day progress.
- **Questioning:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.

  NB **Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

RECORDING DOCUMENTATION

Recording assessment

OCR has provided a master evidence record sheet and a record of achievement in this resource. When evidence is recorded on the evidence record sheet, assessors will be advised to identify the method that has been used to assess the evidence. OCR external verifiers will look for this information when verifying the NVQ.

Recording the method of assessment

The master evidence record sheet includes a box in which you must record the method of assessment. The following list shows the individual codes you should use when filling in these record sheets:

Method of assessment used	Code to be inserted on evidence reference sheet
Observation of the candidate by the assessor	O
Examination of the evidence by the assessor:	
Examination of a product	EP
Examination of the witness/expert testimony	EWT
Examination of a case history	ECH
Examination of a personal statement	EPS
Examination of written answers to questions	EWQ
Questioning of the candidate or witness by the assessor	
Questioning of the candidate	QC
Questioning of the witness	QW
Professional Discussion	PD
Simulated Activities	S

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SAMPLE RECORDING DOCUMENTS

The following recording documents are included in this document:

- evidence record sheet
- record of achievement.

Evidence record sheet (You need one for each unit)

This form (or a suitable alternative) is mandatory for your Cumulative Assessment Record (CAR). It is the vehicle for linking evidence to the 'performance criteria' and 'knowledge and understanding'. The evidence for the unit should be listed (as it is collected) down the left-hand side. The assessment method should be indicated and then the relevant 'performance criteria', 'knowledge and understanding' and 'evidence requirements' (where applicable) that you are claiming should be written in the appropriate column. The evidence record sheet, where possible, should be filled in by you with the help of your assessor if necessary.

Record of achievement

This form is designed to record your progress through the qualification. It will show, at a glance, which units the assessor considers you to have finished and met all the requirements for.

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OCR LEVEL 4 NVQ IN HEALTH AND SOCIAL CARE

Evidence Record Sheet

Unit: _____

I confirm that the evidence provided is a result of my own work.

Signature of candidate: _____   Date: _____

Evidence reference or location	Evidence title	Assessment method	Performance criteria	Knowledge and understanding	Scope (where applicable)
Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness/expert testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion, S = simulated Activities					

(Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the requirements for this unit.

Signature of assessor: _____ Date: _____   **(Page   of   )**

Countersignature of qualified assessor (if required) and date:_____

IV initials (if sampled) and date:_____ Countersignature of qualified IV (if required) and date:_____

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Record of Achievement

OCR Level 4 NVQ in Health and Social Care

Candidate name: _____

UNIT NUMBER	UNIT TITLE	ASSESSOR	DATE	IV SAMPLE	Date
Core Units					
Optional Units					
Additional Unit					

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