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Qualification Specification for:

OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland

➤ Qualification No: 610/0132/6

Qualification Regulation Information

OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland

Qualification Number: 610/0132/6

Operational start date: 15 November 2021

Operational end date: 02 November 2026

Certification end date: 02 November 2029

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification. The certificate end date is the last date by which learners can claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

OCN NI Contact Details

Open College Network Northern Ireland (OCN NI)
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90463990

Web: www.ocnni.org.uk

Foreword

This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualification:

→ **OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualifications
- The structure and content of the qualifications
- Unit Details
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualifications
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ocni.org.uk

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

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About Regulation

OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1st October 2015: the RQF provides a single framework for all regulated qualifications.

Qualification Level

The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

Qualification Size

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

Qualification Features

Sector Subject Area

1.3 Health and social care

These qualifications relate to the following National Occupational Standards:

[National Occupational Standards - Skills for Care](#)

Qualification Aim

The aim of the OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland is to provide learners with induction training in health and social care and is fully endorsed by the Northern Ireland Social Care Council (NISCC).

Qualification Objectives

The objectives of the OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland will provide learners with induction training to enable progression into a range of health and social care related functions and job roles. The learner will develop skills and knowledge in the following:

- building resilience and self-care
- communication skills
- understanding health and safety
- person-centred values in adult social care
- responsibilities and duty of care as an adult social care worker
- continuing professional development
- understanding protection and safeguarding in a social care context

Grading

Grading for this qualification is pass/fail.

Qualification Target Group

The OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland will be targeted at learners who currently work or plan to work in a wide range of settings and roles in the Health and Social care sector.

Progression Opportunities

The OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland will enable learners to progress to the OCN NI Level 3 Diploma in Health and Social Care (Northern Ireland) and higher level qualifications in health and social care specialist and related areas.

Entry Requirements

Learners must be at least 18 years of age and currently work or wish to work in health and social care.

Learners must be able to evidence competencies in a real work environment.

Learners will be required to have sufficient literacy and numeracy skills to enable them to successfully complete the qualification.

Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (<https://www.ocnni.org.uk/my-account/>), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

Delivery Languages

This qualification is available in English only at this time. If you wish to offer the qualification in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

Centre Staffing

Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role*:

- Centre contact
- Programme co-ordinator
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for any evidence they have assessed.

Centres must ensure that staff delivering, assessing and internally verifying qualifications are both trained appropriately and are competent to do so.

Tutors

Tutors delivering the qualification should be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of three years' experience in the health and social care sector.

The qualification has been designed to provide learners within health and social care, training aligned to the Health and Social Care Apprenticeship Framework and is fully endorsed by the Northern Ireland Social Care Council (NISCC).

Assessors

The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

Assessors must:

- be occupationally competent in the subject area
- have a minimum of one year's experience in the area they are assessing
- have direct or related relevant experience in assessment
- have or be working towards a level 3 qualification in assessment
- assess all assessment tasks and activities

Internal Verification

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualification.

Internal Verifiers must:

- have at least three years' occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:

- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

Structure and Content

OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland

To achieve the OCN NI Level 3 Certificate in Induction to Working in Adult Social Care in Northern Ireland learners must successfully complete 29 credits.

Total Qualification Time (TQT) for this qualification: 290 hours
 Guided Learning Hours (GLH) for this qualification: 203 hours

| Unit Reference Number | OCN NI Unit Code | Unit Title | Credit Value | GLH | Level |
|----------------------------|------------------|---|--------------|-----|-------|
| L/650/0542 | CBF608 | Building Resilience and Self-Care to Address Challenges Associated with Working in Adult Social Care Practice | 2 | 14 | Three |
| M/650/0543 | CBF609 | Communication in Adult Social Care | 3 | 21 | Three |
| R/650/0544 | CBF610 | Health and Safety in Adult Social Care | 4 | 28 | Three |
| T/650/0545 | CBF612 | Person-Centred Values in Adult Social Care | 3 | 21 | Three |
| Y/650/0546 | CBF613 | Adult Social Care Worker - Responsibilities and Duty of Care | 5 | 35 | Three |
| A/650/0547 | CBF615 | Continuing Professional Development in Adult Social Care | 3 | 21 | Three |
| D/650/0548 | CBF616 | Understanding Protection and Safeguarding in a Social Care Context | 3 | 21 | Three |
| F/650/0549 | CBF617 | Understanding Team Management in Health and Social Care | 6 | 42 | Three |

Unit Details

| Title | Building Resilience and Self-Care to Address Challenges Associated with Working in Adult Social Care Practice |
|--|--|
| Level | Three |
| Credit Value | 2 |
| Guided Learning Hours (GLH) | 14 |
| OCN NI Unit Code | CBF608 |
| Unit Reference No | L/650/0542 |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the types of situations that can cause them stress and potential emotional challenges while working in adult social care and identification of sources of support and how to build resilience and self-care. | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand negative stress, resilience and importance of self-care. | 1.1. Explain what is meant by the term negative stress in relation to an individual. 1.2. Explain the importance of self-care to the adult social care worker 1.3. Compare and contrast negative and positive stress. 1.4. Summarise three common physical signs and indicators of negative stress. 1.5. Summarise two common emotional signs and indicators of negative stress. 1.6. Summarise two circumstances that may trigger own stress. 1.7. Evaluate two potential impacts of high levels of negative stress in the adult social care workforce on each of the following: a) individuals receiving care and support b) adult social care settings and organisations 1.8. Explain three appropriate ways to manage negative stress and build resilience. |
| 2. Understand the challenges associated working in a team within adult social care. | 2.1. Summarise three factors that may contribute to stressful situations within work teams and at least three sources of support and guidance to assist with addressing these challenges. |
| 3. Understand the reporting procedures and bodies within adult social care. | 3.1. Summarise the policy and procedures to be followed if an individual witnesses poor or dangerous practices in an adult social care setting. 3.2. Explain the importance of reporting bullying or coercive behaviour which has been personally experienced or witnessed. 3.3. Identify for each of the following within the Northern Ireland adult social care system: a) one regulatory body which inspects and monitors quality of provision b) one statutory body which has investigative powers that can be applied to health and social care settings |

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| <p>4. Understand how training and support assists adult social care workers to deal with challenging situations, accidents or sudden illnesses.</p> | <p>4.1. Summarise at least three different types of accidents or sudden illnesses that may occur in an adult social care setting.</p> <p>4.2. Summarise procedures to be followed if an accident or sudden illness should occur in the care worker or individuals they come into contact with as part of their role.</p> <p>4.3. Explain why it is important for emergency first aid tasks to be solely carried out by qualified first aiders.</p> <p>4.4. Summarise two types of challenging behaviours that may be encountered in adult social care settings.</p> <p>4.5. Explain the importance of receiving appropriate training and support in dealing with incidences of challenging behaviours.</p> <p>4.6. Explain the benefits associated with adult social care workers accessing appropriate support while working with individuals who have either complex needs, critically ill or at end of life.</p> |
| <p>5. Understand adult social care roles, contracts of employment and maintaining professional boundaries.</p> | <p>5.1. Compare and contrast a working relationship with a personal relationship.</p> <p>5.2. Explain why it is important to adhere to the boundaries of agreed scope of own job role.</p> <p>5.3. Summarise four terms and conditions that may appear on a contract of employment within adult social care.</p> <p>5.4. Summarise at least two reasons why an adult social care worker must understand and adhere to their contract of employment.</p> <p>5.5. Identify two sources of advice and support if an adult social care worker has concerns about a contract of employment and how they may be accessed.</p> <p>5.6. Explain why an adult social care worker should seek support and guidance if asked to perform a task that they do not feel confident with or have not been trained for.</p> |

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method | Definition | Possible Content |
|-----------------------|--|---|
| Portfolio of evidence | <p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p> | <p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p> |

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|------------------------------------|--|--|
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Title | Communication in Adult Social Care |
|--|--|
| Level | Three |
| Credit Value | 3 |
| Guided Learning Hours (GLH) | 21 |
| OCN NI Unit Code | CBF609 |
| Unit Reference No | M/650/0543 |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of effective communication in adult social care settings, appropriate information sharing and ways to overcome barriers to meet individual needs and preferences. | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand what is meant by effective communication in adult social care settings . | 1.1. Explain why effective communication is important for the well-being of individuals. 1.2. Explain why effective communication with others is important within an adult social care setting. 1.3. Summarise three features of effective communication. 1.4. Analyse at least three reasons why it is important to develop and maintain effective relationships with individuals and carers. |
| 2. Understand how to meet the communication needs of an individual. | 2.1. Explain why it is important to establish the communication and language needs, wishes and preferences of an individual. 2.2. Explain three different communication methods. 2.3. Summarise why it is important to take account of an individual's reactions when communicating with them. |
| 3. Understand how to reduce barriers to communication. | 3.1. Evaluate potential barriers to communication and how they may be addressed. 3.2. Summarise at least three ways to confirm that communication has been understood. 3.3. Identify three sources of information, support or services to reduce barriers to effective communication. |
| 4. Understand the application of appropriate information handling in adult social care settings. | 4.1. Explain what is meant by the term confidentiality. 4.2. Summarise the key aspects of two pieces of legislation relating to confidentiality and the recording, storing and sharing of information in adult social care settings. 4.3. Explain how confidentiality can establish and maintain the trust and confidence of individuals and others. 4.4. Analyse three situations where information normally considered to be confidential might be shared. 4.5. Summarise how and when to seek advice about confidentiality and record keeping. 4.6. Summarise actions to be taken when there are concerns over confidentiality and record keeping. |

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| <p>5. Understand how to share information appropriately as part of an effective adult social care team.</p> | <p>5.1. Explain the importance of effective team communication when sharing information to support provision of quality care.</p> <p>5.2. Summarise four appropriate methods of sharing information used by relevant adult social care team members.</p> <p>5.3. Evaluate the possible outcomes if information is not effectively shared within an adult social care team for both the individual and adult social care worker</p> |
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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method | Definition | Possible Content |
|------------------------------------|--|---|
| Portfolio of evidence | <p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p> | <p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p> |
| Practical demonstration/assignment | <p>A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge</p> | <p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p> |
| Coursework | <p>Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course</p> | <p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p> |
| E-assessment | <p>The use of information technology to assess learners' work</p> | <p>Electronic portfolio</p> <p>E-tests</p> |

| Title | Health and Safety in Adult Social Care |
|---|---|
| Level | Three |
| Credit Value | 4 |
| Guided Learning Hours (GLH) | 28 |
| OCN NI Unit Code | CBF610 |
| Unit Reference No | R/650/0544 |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance and basic principles of maintaining effective health and safety within adult social care settings. | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand own and other's responsibilities relating to health and safety in adult social care settings. | 1.1. Outline relevant legislation relating to general health and safety in adult social care settings. 1.2. Explain the main health and safety responsibilities for each of the following: a) adult social care worker b) employer and / or manager c) others in the adult social care setting 1.3. Summarise at least three tasks relating to health and safety that should not be carried out without specific training. 1.4. Summarise how to access additional support and information relating to health and safety. 1.5. Explain four different types of accidents or sudden illnesses that may occur in an adult social care setting and associated procedures to be followed. 1.6. Explain fire safety procedures in an adult social care setting and fire prevention practices to prevent fires from starting and spreading. 1.7. Explain methods for dealing with emergencies or security breaches in the adult social care workplace. 1.8. Summarise measures that adult social care workers should take to protect own and other's security when accessing or exiting premises. 1.9. Summarise measures that adult social care workers should take while lone working and travelling to maintain their safety, including how to clearly communicate their whereabouts. |
| 2. Understand health and safety risk assessments in adult social care. | 2.1. Explain what is meant by the term risk assessment and the five key steps when conducting a risk assessment. 2.2. Explain why it is important to assess health and safety hazards in relation to the following: a) work setting b) particular activities c) health and hygiene 2.3. Summarise how and when an adult social care worker should report identified potential health and safety risks 2.4. Explain using examples how a risk assessment can assist in addressing conflicts between rights and health and safety concerns. |

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| | 2.5. Summarise why it is important to monitor and review risk assessments. |
| 3. Understand how to reduce the spread of infection. | <p>3.1. Summarise organisational and legislative requirements, policies, procedures and systems regarding prevention and control of infection.</p> <p>3.2. Illustrate the recommended method for hand washing.</p> <p>3.3. Summarise three practices which are used in adult social care settings to reduce the spread of infection including the use of personal protective equipment (PPE).</p> <p>3.4. Identify three different types of PPE.</p> <p>3.5. Summarise poor practices that may lead to the spread of infection.</p> <p>3.6. Summarise the ways an infective agent can enter the body.</p> <p>3.7. Explain ways in which an adult social care worker's own health or hygiene may pose a risk to an individual or others.</p> <p>3.8. Explain the potential impact of an outbreak of infection on both the individual and an adult social care setting.</p> |
| 4. Understand the principles for the use of medication in social care settings. | <p>4.1. Summarise legislation that governs the use of medication in social care settings.</p> <p>4.2. Outline the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication.</p> <p>4.3. Describe the difference in supporting the use of medication and administering medication.</p> <p>4.4. Outline the seven rights of medication administration.</p> <p>4.5. Describe how to complete the following tasks in line with agreed ways of working:</p> <ol style="list-style-type: none"> receive supplies of medication store medication safely dispose of unused or unwanted medication safely |
| 5. Know how to store, use and dispose of hazardous substances and material. | <p>5.1. Summarise key features of two pieces of legislation which relate to the storage, use and disposal of hazardous substances and material.</p> <p>5.2. Identify three hazardous substances and materials that may be found in an adult social care setting.</p> <p>5.3. Explain safe practices in relation to the following in an adult social care setting:</p> <ol style="list-style-type: none"> storage of hazardous substances and materials use of hazardous substances and materials disposal of hazardous substances and materials |
| 6. Understand the principles of the safe moving and handling of individuals, equipment and other objects. | <p>6.1. Summarise key features of legislation relating to moving and handling in adult social care settings.</p> <p>6.2. Summarise the main principles for moving and handling equipment and other objects safely.</p> |

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| | <p>6.3. Explain why it is important for an adult social care worker to have specialist training before assisting and moving an individual.</p> <p>6.4. Explain why it is important for adult social care workers to have a comprehensive knowledge and understanding of an individual's risk assessment and care plan prior to carrying out moving and handling procedures.</p> <p>6.5. Explain why it is important for adult social care workers to communicate with an individual and to observe them during all moving and handling procedures.</p> |
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Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method | Definition | Possible Content |
|------------------------------------|--|---|
| Portfolio of evidence | <p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p> | <p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p> |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | <p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p> |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | <p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p> |
| E-assessment | The use of information technology to assess learners' work | <p>Electronic portfolio</p> <p>E-tests</p> |

| Title | Person-Centred Values in Adult Social Care |
|--|---|
| Level | Three |
| Credit Value | 3 |
| Guided Learning Hours (GLH) | 21 |
| OCN NI Unit Code | CBF612 |
| Unit Reference No | T/650/0545 |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the principles and values of person-centred support as a fundamental component of adult social care. | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand person-centred values in adult social care. | 1.1. Explain what is meant by the term person-centred values. 1.2. Define the values and person-centred approaches that underpin adult social care practice. 1.3. Summarise the importance of using a person-centred approach in promoting an individual's sense of identity and self-esteem. 1.4. Explain why it is important to establish an appropriate mode of communication to identify the history, preferences, beliefs, culture, values, language, wishes and needs of an individual. 1.5. Summarise why it is important from a person-centred values approach to continually monitor and review the care or support plan of an individual. |
| 2. Understand person-centred assessment and planning. | 2.1. Explain the importance of using a holistic approach for the assessment and planning for the care or support needs of an individual. 2.2. Summarise ways of supporting the individual to lead the assessment and planning process. 2.3. Explain the importance of providing support that respects the individual's culture, preferences and wishes. 2.4. Explain at least two methods by which the assessment and planning process or documentation may be adapted to maximise an individual's ownership and control. 2.5. Explain why it is important that an individual's plan of care or support are reviewed regularly. |
| 3. Understand how to encourage active participation, collaboration, well-being and the promotion of independence. | 3.1. Explain what is meant by the following terms: a) active participation b) collaboration c) well-being 3.2. Explain how active participation and collaborative working with individuals and others may promote independence in daily living. 3.3. Summarise the key features of three approaches that may contribute to an environment that promotes well-being. |

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| | <p>3.4. Summarise three ways to reduce barriers and encourage active participation and collaborative working in an adult social care setting.</p> <p>3.5. Explain how to support individuals to develop and maintain social networks and relationships.</p> <p>3.6. Explain why it is important that adult social care workers support individuals to manage daily living as independently as possible.</p> <p>3.7. Summarise how active participation and collaborative working can positively impact the individual and their well-being while protecting their rights.</p> |
| <p>4. Understand how to support the individual's right to make choices.</p> | <p>4.1. Explain what is meant by the term informed choice.</p> <p>4.2. Explain the importance of supporting an individual to make informed choices and supporting their autonomy while safeguarding them, where possible, from harm.</p> <p>4.3. Explain how the risk assessment processes can be utilised to support the right of an individual to make choices while ensuring that their behaviour does not harm themselves or others.</p> <p>4.4. Explain why a practitioner's views, beliefs, wishes and preferences should not influence an individual's choices.</p> |
| <p>5. Understand the benefits of supporting positive risk taking for individuals.</p> | <p>5.1. Identify four aspects of everyday life in which risk plays a part.</p> <p>5.2. Explain why supporting positive risk-taking should be part of a person-centred approach and evaluate the potential consequences of individuals being prevented or discouraged from taking risks.</p> <p>5.3. Explain how to support individuals to make informed choices about risks enabling them to:</p> <ol style="list-style-type: none"> consider the positive and negative consequences of their choices gain self-confidence develop skills take an active part in their community <p>5.4. Explain why it is important for adult social care workers to record and report all incidents, discussions and decisions concerning risk-taking.</p> <p>5.5. Explain the importance of adult social care workers operating within the limits of own role and responsibilities when supporting individuals to take positive risks.</p> |

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method | Definition | Possible Content |
|------------------------------------|---|--|
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Title | Adult Social Care Worker - Responsibilities and Duty of Care |
|---|--|
| Level | Three |
| Credit Value | 5 |
| Guided Learning Hours (GLH) | 35 |
| OCN NI Unit Code | CBF613 |
| Unit Reference No | Y/650/0546 |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the main responsibilities of the adult social care worker and the importance of duty of care. | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand policies, procedures and agreed ways of working in adult social care. | 1.1. Compare and contrast what is meant a policy and a procedure in the context of adult social care. 1.2. Explain what is meant by the term agreed ways of working. 1.3. Explain the importance of social care workers upholding public trust and confidence in social care services. 1.4. Evaluate the impact of at least one standard adult social care setting policy on the role of an adult social care worker. |
| 2. Understand the concept and implications of duty of care for the adult social care worker. | 2.1. Explain what is meant by the term duty of care. 2.2. Evaluate at least three ways in which the duty of care affects the role of the adult social care worker. 2.3. Evaluate at least two conflicts which may arise between the duty of care and an individual's rights. 2.4. Summarise the procedures to be followed if an individual decides to take an unplanned risk including: a) actions to take b) where to access support/advice c) what to do if risk is likely to cause immediate or imminent danger 2.5. Explain how duty of care should be maintained while supporting individuals to take risks. |
| 3. Understand the establishment of informed consent when providing care or support. | 3.1. Summarise key features of legislation, policies and procedures relating to an individual's capacity. 3.2. Explain the term that is meant by the term informed consent. 3.3. Explain the importance of establishing informed consent when providing care or support. 3.4. Summarise three ways to obtain consent for an activity or action. 3.5. Summarise steps to be taken if consent cannot be readily established. |
| 4. Understand equality and inclusion. | 4.1. Explain what is meant by the following: a) diversity b) equality c) inclusion d) discrimination |

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| | <p>4.2. Summarise key features of legislation and codes of practice relating to equality, diversity and discrimination within the context of adult social care.</p> <p>4.3. Explain three ways in which discrimination may deliberately or inadvertently occur in different work settings.</p> <p>4.4. Evaluate how practices that support equality and inclusion may reduce the likelihood of discrimination.</p> <p>4.5. Explain how to challenge discrimination in a way that encourages change.</p> |
| 5. Understand how to access information, advice and support regarding diversity, equality and inclusion. | <p>5.1. Explain how and when to access information, advice and support regarding diversity, equality and inclusion</p> <p>5.2. Summarise three sources of information, advice and support regarding diversity, equality and inclusion and how they may be accessed.</p> |
| 6. Understand how to manage and respond to formal and informal concerns and complaints. | <p>6.1. Compare and contrast formal and informal complaints.</p> <p>6.2. Summarise key features of policies and procedures for managing complaints.</p> <p>6.3. Explain how to informally and formally respond to individuals and others who have concerns or complaints</p> |
| 7. Understand the need for keeping up to date, accurate and legible records in adult social care settings. | <p>7.1. Summarise features of at least two pieces of legislation, policies and procedures for the management of records.</p> <p>7.2. Explain why it is important that information held on record is relevant, accurate, up-to-date and legible.</p> |
| 8. Understand the reporting of adverse events, incidents, errors and near misses. | <p>8.1. Explain what is meant by each of the following:</p> <ul style="list-style-type: none"> a) adverse events b) incidents c) errors d) near misses <p>8.2. Illustrate using examples the administrative steps involved in reporting of the following:</p> <ul style="list-style-type: none"> a) adverse events b) incidents c) errors d) near misses |
| 9. Understand how to work in partnership with others. | <p>9.1. Explain why it is important to work in partnership with others.</p> <p>9.2. Summarise the role of five other professionals who may be involved in an individual's life, care and support.</p> <p>9.3. Summarise at least three ways of working that may improve partnership working.</p> <p>9.4. Illustrate skills and approaches needed for resolving conflicts.</p> <p>9.5. Explain how and when to access support and advice regarding:</p> <ul style="list-style-type: none"> a) partnership working b) resolving conflicts |

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method | Definition | Possible Content |
|------------------------------------|---|--|
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Title | Continuing Professional Development in Adult Social Care |
|---|--|
| Level | Three |
| Credit Value | 3 |
| Guided Learning Hours (GLH) | 21 |
| OCN NI Unit Code | CBF615 |
| Unit Reference No | A/650/0547 |
| <p><i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge required to maintain competency and to be accountable for the quality of adult social care practice through continuing professional development, reflective practice and constructive feedback. The unit will also introduce the learner to career pathway planning.</p> | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand good practice and standards in adult social care. | 1.1. Explain the term standard in the context of adult social care. 1.2. Identify relevant standards that influence the way adult social care roles are carried out. 1.3. Summarise what is meant by the following: a) Standards of Conduct b) Standards of Practice 1.4. Explain three ways to ensure that personal attitudes, values or beliefs do not negatively affect the quality of adult social care work. |
| 2. Understand the role of reflective practice within adult social care. | 2.1. Explain what is meant by the term reflective practice. 2.2. Explain using examples how reflective practice may promote the development of knowledge and skills of the adult social care worker. |
| 3. Understand how learning activities can develop knowledge, skills and understanding. | 3.1. Explain how a learning activity has improved own knowledge, skills and understanding. 3.2. Explain why it is important for an adult social care worker to update and expand knowledge, skills and understanding through regular learning activities and training. |
| 4. Understand how a personal development plan can contribute to own learning and development. | 4.1. Explain the importance of social care workers being accountable for the quality of their own work. 4.2. Explain what is meant by the term personal development. 4.3. Explain what an adult social care personal development plan is. 4.4. Summarise who may be involved in the process of developing an adult social care personal development plan and how they can contribute. 4.5. Identify three potential sources of support for own learning and development. 4.6. Explain three potential benefits for adult social care workers using personal development plans. 4.7. Explain why an adult social care personal development should be a continuing process throughout a social care worker's career. |

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| <p>5. Understand the role of feedback and supervision in improving adult social care practice.</p> | <p>5.1. Evaluate how feedback from others has developed own attitude, knowledge, skills and understanding. 5.2. Compare and contrast using examples formal and informal feedback in an adult social care context and how it may improve own practice. 5.3. Explain what is meant by supervision in a professional adult social care setting. 5.4. Evaluate the processes of supervision and appraisal in a professional adult social care setting.</p> |
| <p>6. Understand career pathways available within the health and social care sector.</p> | <p>6.1. Summarise four different types of professional pathways within the health and social care sector. 6.2. Analyse own potential career progression pathway and the contribution two sources of support and information may be able to make.</p> |

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method | Definition | Possible Content |
|------------------------------------|--|---|
| Portfolio of evidence | <p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course</p> | <p>Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion</p> |
| Practical demonstration/assignment | <p>A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge</p> | <p>Record of observation Learner notes/written work Learner log</p> |
| Coursework | <p>Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course</p> | <p>Record of observation Learner notes/written work Tutor notes/record Learner log/diary</p> |
| E-assessment | <p>The use of information technology to assess learners' work</p> | <p>Electronic portfolio E-tests</p> |

| Title | Understanding Protection and Safeguarding in a Social Care Context |
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| Level | Three |
| Credit Value | 3 |
| Guided Learning Hours (GLH) | 21 |
| OCN NI Unit Code | CBF616 |
| Unit Reference No | D/650/0548 |
| <p><i>Unit purpose and aim(s):</i> This unit will enable the learner to understand protection and safeguarding. The learner will also be able to identify signs and symptoms of abuse and possible contributory factors, know how to respond to suspected or alleged abuse, understand ways to reduce the likelihood of abuse and be able to identify and report unsafe practices.</p> | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand protection and safeguarding. | <p>1.1. Explain what is meant by the following terms:</p> <ul style="list-style-type: none"> a) protection of individuals at risk b) individuals in need of protection c) safeguarding children d) harm, abuse and neglect <p>1.2. Explain the boundaries of confidentiality and when it is appropriate to share information.</p> <p>1.3. Classify individuals and organisations responsible for protecting:</p> <ul style="list-style-type: none"> a) individuals at risk b) individuals in need of protection c) safeguarding children <p>1.4. Summarise sources of support and information in relation to protection and safeguarding.</p> |
| 2. Understand signs and symptoms of abuse and possible contributory factors. | <p>2.1. Define the following types of abuse and describe the signs and/or symptoms associated with them:</p> <ul style="list-style-type: none"> a) physical abuse b) sexual abuse c) emotional/psychological abuse d) financial abuse e) institutional abuse f) self-neglect g) neglect by others h) exploitation i) domestic violence and abuse j) human trafficking k) hate crime <p>2.2. Explain factors that may contribute to an individual being more vulnerable to abuse.</p> |
| 3. Know how to respond to suspected or alleged abuse. | <p>3.1. Explain appropriate action to be taken in the event of the following:</p> <ul style="list-style-type: none"> a) suspicion that an individual is being abused b) an individual alleges that they are being abused <p>3.2. Explain methods to ensure that evidence of abuse is preserved.</p> |
| 4. Understand the national and local context of safeguarding and protection from abuse. | <p>4.1. Summarise national policies and local procedures that relate to safeguarding and protection from abuse.</p> |

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| | 4.2. Summarise sources of information and advice in relation to own role in safeguarding and protecting individuals from abuse. |
| 5. Understand ways to reduce the likelihood of abuse. | 5.1. Evaluate how the likelihood of abuse may be reduced by: a) working with person centred values b) encouraging active participation c) promoting choice and rights 5.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse. |
| 6. Know how to identify and report unsafe practices. | 6.1. Summarise unsafe practices that may affect the well-being of individuals. 6.2. Explain action to be taken if unsafe practices have been identified. 6.3. Explain action to be taken if suspected abuse or unsafe practices have been reported and to date no action has been taken. |

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method | Definition | Possible Content |
|------------------------------------|---|--|
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| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Title | Understanding Team Management in Health and Social Care |
|---|---|
| Level | Three |
| Credit Value | 6 |
| Guided Learning Hours (GLH) | 42 |
| OCN NI Unit Code | CBF617 |
| Unit Reference No | F/650/0549 |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge necessary to support and enable health and social care teams to work effectively and to enable their development. | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand the difference between leadership and management. | 1.1. Define what is meant the terms leadership and management. 1.2. Compare and contrast leadership and management roles. |
| 2. Know how to support health and social care team development and manage conflicts. | 2.1. Analyse the stages of team development using an appropriate model. 2.2. Summarise challenges experienced by developing and established teams and how they may be overcome. 2.3. Compare and contrast methods of addressing conflict within a team. |
| 3. Understand the management of effective health and social care teams. | 3.1. Explain the features of effective team performance. 3.2. Analyse at least four different management styles and how they may influence team performance. 3.3. Analyse methods of developing and maintaining trust and accountability within a team. |
| 4. Understand the effective management of communications within a health and social care team. | 4.1. Describe the appropriate lines of communication to team members within a given organisation. 4.2. Explain the importance of agreeing with team members the appropriate communications processes. 4.3. Explain the importance of regularly assessing the effectiveness of team communications. |
| 5. Understand appraisal and supervision in health and social care. | 5.1. Explain the purpose of appraisal and supervision in health and social care. 5.2. Compare and contrast the role of appraisal and supervision in health and social care. |
| 6. Understand the management of underperformance. | 6.1. Summarise the features of common organisational policies and procedures of the following: a) discipline b) grievance c) dealing with underperformance 6.2. Summarise how to identify causes of underperformance. 6.3. Explain the purpose of making individuals aware of their underperformance clearly but sensitively. 6.4. Summarise how to agree a course of action to address an individual's underperformance. |

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

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Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualification and to assure OCN NI of the maintenance of the integrity of the qualification.

The External Verifier will review the delivery and assessment of this qualification. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the External Verification report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant assessor and internal verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

Administration

Registration

A centre must register learners within 90 working days of commencement of a qualification.

Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

Charges

OCN NI publishes all up to date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

**OCN NI Level 3 Certificate in Induction to Working in Adult Social
Care in Northern Ireland**
Qualification Number: 610/0132/6

Operational start date: 15 November 2021
Operational end date: 02 November 2026
Certification end date: 02 November 2029

Open College Network Northern Ireland (OCN NI)
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90463990
Web: www.ocnni.org.uk