



Qualification Specification for:

OCN NI Level 4 Diploma in Working in Adult Care (Northern Ireland)

➤ Qualification No: 610/1512/X

Qualification Regulation Information

Qualification Title:	OCN NI Level 4 Diploma in Working in Adult Care (Northern Ireland)
Qualification Number:	610/1512/X
Operational start date:	15 September 2022
Operational end date:	31 August 2027
Certification end date:	31 August 2031

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. Learners have up to the certificate end date to complete the qualification and 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.

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Foreword

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

→ **OCN NI Level 4 Diploma in Working in Adult Care (Northern Ireland)**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualification
- The structure and content of the qualification
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualification
- 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.ocnni.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 Summary

Sector Subject Area

1.3 Health and social care

This qualification relates to the following National Occupational Standards:

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

Qualification Aim

The OCN NI Level 4 Diploma in Working in Adult Care (Northern Ireland) has been designed to enable learners to provide learners with skills and knowledge related to a wide range of health and social care leadership and management functions and job roles.

Qualification Objectives

The objectives of the OCN NI Level 4 Diploma in Working in Adult Care (Northern Ireland) are to provide learners with a wide range of options to enhance their technical, supervisory and management skills and knowledge within the health and social care sector. The qualification will ensure a number of mandatory areas relating to supervisory skills and effective and safe working practices in health and social care are covered before learners can undertake a range of options relating to different technical and supervisory skills.

Progression

The OCN NI Level 4 Diploma in Working in Adult Care (Northern Ireland) allows progression to further qualifications or into employment within the health and social care sector.

Grading

Grading for this qualification is Pass/Fail.

Qualification Target Group

The OCN NI Level 4 Diploma in Working in Adult Care (Northern Ireland) is targeted at learners who wish to work or are currently working in the health and social care sector.

Entry Requirements

Learners must be at least 18 years of age and have sufficient literacy and numeracy skills to successfully complete the qualification. Learners will also be expected to demonstrate practical skills in a work place environment.

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 this 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 the qualification 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
- Tutor
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for their own assessments.

Tutors

Tutors delivering the qualification should be occupationally competent and have a minimum of one year's relevant experience in this area.

Assessors

The qualification is 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 centre 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 one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training or have completed a level four qualification in the internal quality assurance of assessment processes and practice

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 4 Diploma in Working in Adult Care (Northern Ireland)

Learners must successfully complete 65 credits including all 42 credits from the mandatory group with the remaining credits from the optional group.

Total Qualification Time (TQT) for this qualification: 650 hours
 Minimum Guided Learning Hours (GLH) for this qualification: 427 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<i>Mandatory units</i>					
R/650/4153	CBF900	Partnership Working in Health and Social Care	4	24	Four
T/650/4154	CBG016	Advanced Communication Skills	4	24	Four
Y/650/4155	CBG017	Personal Development in Health and Social Care Settings	4	26	Four
A/650/4156	CBG018	Equality and Diversity in Health and Social Care Settings	3	18	Four
D/650/4157	CBG019	Person-Centred Assessment to Support the Well-being of Individuals	3	18	Four
F/650/4158	CBG020	Facilitating Support Planning for Individuals	5	35	Four
H/650/4159	CBG021	Health and Safety in Health and Social Care Settings	3	21	Four
L/650/4160	CBG022	Safeguarding and Protection in the Adult Social Care Sector	4	25	Four
M/650/4161	CBG023	Developing, Maintaining and Using Records and Reports Within Health and Social Care	3	21	Four

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
R/650/4162	CBG024	Professional Supervision Practice	4	28	Four
T/650/4163	CBG025	Performance Appraisal Processes	3	18	Four
Y/650/4164	CBG026	Safeguarding Children and Young People who are Present in an Adult Social Care Setting	2	14	Four
<i>Optional units</i>					
A/650/4165	CBG027	Understand Personalisation in Care and Support Services	4	28	Four
F/618/5504	CBF138	Understand Models of Disability	5	35	Five
D/650/4166	CBG028	Relationships and Social Networks and How They Impact Well-being and Self-esteem	3	25	Four
F/650/4167	CBG029	Understand How to Manage A Team in Health and Social Care Settings	4	28	Four
H/618/5480	CBF118	Understand Professional Leadership and Management	3	20	Five
H/650/4168	CBG030	Supporting the Development of Community Partnerships	5	33	Four
J/650/4169	CBG031	Supporting Individuals to Access and Manage Direct Payments	6	40	Four
M/650/4170	CBG032	Working with Individuals, Carers and Families in Crisis	4	28	Four
R/650/4171	CBG033	Supporting Individuals in the Use of Assistive Technology	4	32	Four

A/650/4174	CBG034	Supporting Individuals to Access Education, Training or Employment	4	31	Four
D/650/4175	CBG035	Providing Information, Advice and Guidance	4	28	Four
K/618/5500	CBF137	Support the Use of Assistive Technology in Health and Social Care	4	28	Five
F/650/4176	CBG036	Promote Assistive Technology in Social Care	4	29	Four
D/618/5493	CBF131	Undertake a Research Project within Health and Social Care Services	10	70	Five
M/618/5496	CBF134	Promote Access to Health Care for Individuals with Learning Disabilities	6	42	Five
H/650/4177	CBG037	Manage Finance within Own Area of Responsibility in Health and Social Care	4	28	Four
T/618/5497	CBF135	Supporting Individuals with Autistic Spectrum Conditions	5	35	Five
A/618/5498	CBF136	Sensory Loss Awareness	3	21	Five
J/650/4178	CBG038	Mentoring in Social Care	4	30	Five
K/650/4179	CBG039	Assessment, Implementation and Review of Assistive Technology in Social Care	4	27	Four
R/650/4180	CBG040	Develop and Implement Reablement Plans	4	30	Four
L/618/5473	CBF111	Develop Professional Supervision Practice	5	39	Five

T/650/4181	CBG041	Assessing the Physical Health Needs of Individuals with Mental Health Needs and Planning Appropriate Actions	5	35	Four
Y/650/4182	CBG042	Implementing the Positive Behavioural Support Model	8	61	Four

Unit Details

Title	Partnership Working in Health and Social Care
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF900
Unit Reference No	R/650/4153
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to implement and maintain effective partnership working in health and social settings.	
Learning Outcomes	Assessment Criteria
1. Understand partnership working and co-production in health and social care.	1.1. Explain effective partnership working and co-production including: a) the main features b) their impact on improving outcomes for individuals c) potential barriers
2. Be able to establish and maintain effective working relationships with colleagues in health and social care.	2.1. Explain and evaluate own role and responsibilities in working collaboratively with colleagues in health and social care settings. 2.2. Develop and agree common objectives for working with colleagues. 2.3. Evaluate strategies to constructively address conflicts that may arise with colleagues in order to maintain effective working relationships.
3. Be able to establish and maintain working relationships with other professionals.	3.1. Explain and evaluate own role and responsibilities in working collaboratively with other professionals. 3.2. Develop procedures for implementing effective working relationships with other professionals. 3.3. Negotiate and gain agreement on common objectives when working with other professionals within the boundaries of own role and responsibilities. 3.4. Evaluate strategies to constructively address conflicts that may arise with other professionals.
4. Be able to work in partnership with others within the boundaries of own role and responsibilities.	4.1. Explain procedures to ensure effective working partnerships with others within the boundaries of own role and responsibilities including: a) service users b) families c) carers d) significant others e) advocates 4.2. Negotiate and gain agreement on common objectives when working with others within the boundaries of own role and responsibilities including: a) service users b) families c) carers d) significant others e) advocates

		4.3. Evaluate strategies to constructively address conflicts that may arise with others including: a) service users b) families c) carers d) significant others e) advocates
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	Advanced Communication Skills
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG016
Unit Reference No	T/650/4154
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills needed to develop advanced communication skills whilst working with individuals and others.	
Learning Outcomes	Assessment Criteria
1. Understand factors impacting on effective communication.	1.1. Analyse at least two models of effective communication taking into account individual's personal communication needs, wishes and preferences. 1.2. Analyse the possible impact of ineffective communication on an individual. 1.3. Explain how barriers to effective communication may occur in relation to the following and how they may be overcome: a) physical b) social c) environmental d) emotional
2. Be able to communicate effectively with an individual.	2.1. Demonstrate how to work collaboratively with an individual and others to identify their preferred methods of communication. 2.2. Use agreed methods of communication identified in AC 2.1 to interact with an individual. 2.3. Explain what is meant by active and reflective listening and their importance in communicating effectively with an individual. 2.4. Monitor the individual's responses during and after the interaction in AC 2.2 to confirm the effectiveness of communication.
3. Understand how to support the use of assistive technology to enhance communication.	3.1. Explain the role of assistive technology in supporting individuals to communicate and specialist services available. 3.2. Evaluate the support that an individual may need in order to use assistive technology to enhance communication. 3.3. Explain how to ensure that communication equipment is: a) fit for purpose b) correctly set up and working c) able to be used by the individual
4. Be able to convey information to individuals and others.	4.1. Research and use communication formats that enable an individual and others to understand the information conveyed. 4.2. Evaluate an individual's understanding of information conveyed.
5. Understand the importance of confidentiality in interactions with individuals.	5.1. Evaluate legal and ethical tensions between maintaining confidentiality and sharing information. 5.2. Analyse the implications of assistive technology for maintaining confidentiality for an individual.

		5.3. Explain best practice guidance in relation to recording, storing and sharing information within and between organisations.
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	Personal Development in Health and Social Care Settings
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	26
OCN NI Unit Code	CBG017
Unit Reference No	Y/650/4155
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to reflect on and evaluate own practice, develop personal development plans and utilise evidence-practice.	
Learning Outcomes	Assessment Criteria
1. Understand requirements of own work role.	1.1. Explain the duties and responsibilities of own work role, including expectations detailed in relevant standards. 1.2. Explain ways of ensuring that personal attitudes or beliefs do not obstruct the quality of own work.
2. Be able to reflect on own work practice.	2.1. Explain the importance and cyclical process of reflective practice in continuously improving the quality of service provided, 2.2. Reflect on own day-to-day work practice.
3. Be able to use feedback to evaluate own work performance.	3.1. Explain the importance of receiving feedback on work performance. 3.2. Evaluate own performance using feedback.
4. Be able to use reflective practice to contribute to personal development.	4.1. Evaluate how learning activities may have impacted own practice. 4.2. Explain how own reflective practice may have contributed to improved ways of working. 4.3. Record progress in relation to own personal development.
5. Be able to agree a personal development plan.	5.1. Research and use appropriate information to plan and review own development. 5.2. Work with others to review and prioritise own: a) learning needs. b) professional interests c) development opportunities 5.3. Negotiate and gain agreement with others regarding development of own personal development plan.
6. Be able to use evidence-based practice.	6.1. Analyse how evidence-based practice can be used to inform own practice. 6.2. Apply evidence-based practice in own practice. 6.3. Evaluate the use of evidence-based practice in own work setting.

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	Equality and Diversity in Health and Social Care Settings
Level	Four
Credit Value	3
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBG018
Unit Reference No	A/650/4156
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support equality, diversity and inclusive practice within the health and social care.	
Learning Outcomes	Assessment Criteria
1. Understand equality and diversity.	1.1. Summarise key aspects of current equality. 1.2. Explain legislation, codes of practice and policies for the following and how they apply to own work role: a) equality b) diversity c) inclusion 1.3. Analyse how barriers to equality may impact on individuals. 1.4. Analyse the attitudes that may lead to discriminatory behaviour.
2. Understand inclusive practice.	2.1. Explain how inclusive practice promotes equality and supports diversity. 2.2. Analyse how inclusive practice respects the individual's beliefs, culture, values, preferences, and life experience. 2.3. Evaluate principles of inclusive practice.
3. Understand how to promote equality and diversity.	3.1. Explain how to challenge discrimination in order to promote change. 3.2. Explain how to support others in promoting equality and diversity. 3.3. Evaluate current systems and processes within a given work setting recommending improvements which will enhance equality and diversity.
4. Be able to work in a way that supports equality and diversity.	4.1. Demonstrate the use of person centred approaches to support equality and diversity. 4.2. Demonstrate how to work with others to promote equality and diversity. 4.3. Explain how to challenge discriminatory behaviour and practices to promote positive change. 4.4. Access resources to support equality and diversity practice. 4.5. Disseminate information to others relating to equality and diversity. 4.6. Reflect on own practice in relation to equality and diversity identifying possible areas for improvement.

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	Person-Centred Assessment to Support the Well-being of Individuals
Level	Four
Credit Value	3
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBG019
Unit Reference No	D/650/4157
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to carry out person-centred assessment to support the well-being of individuals.	
Learning Outcomes	Assessment Criteria
1. Understand the role of assessment to support the well-being of individuals.	1.1. Critically compare and contrast two theoretical models of assessment to support the well-being of individuals. 1.2. Evaluate the effectiveness of assessment tools available to support own role. 1.3. Analyse the impact of legislation and policy on assessment processes. 1.4. Explain how assessment practice may impact on individuals' well-being.
2. Be able to work in partnership with an individual and others to facilitate person-centred assessment.	2.1. Negotiate and gain agreement using a person-centred approach with an individual and others on the following: a) purpose of assessment b) how it is to be carried out c) intended outcomes d) who else should be involved 2.2. Support an individual to carry out self-assessment processes using a person-centred approach.
3. Be able to carry out person-centred assessment to support the well-being of an individual.	3.1. Explain the interrelationship of the following factors and how they support an individual's well-being: a) social b) emotional c) cultural d) spiritual e) intellectual 3.2. Carry out a person-centred assessment with an individual and others assessing the following well-being requirements: a) social b) emotional c) cultural d) spiritual e) intellectual 3.3. Analyse the strengths and aspirations of an individual during the person-centred assessment carried out in AC 3.2. 3.4. Record the assessment carried out in AC 3.2 in an agreed format according to organisational policies and procedures.

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	Facilitating Support Planning for Individuals
Level	Four
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBG020
Unit Reference No	F/650/4158
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills to support individuals in developing, implementing, and reviewing support plans which meet their identified needs and promote positive outcomes. This unit also addresses duty of care and the conflicts this may create with an individual's right to choose.	
Learning Outcomes	Assessment Criteria
1. Understand outcome-based practice in health and social care.	1.1. Evaluate different approaches to outcome-based practice. 1.2. Explain the impact of legislation and policy on outcome-based practice. 1.3. Explain the impact of the Mental Capacity Act (NI) 2016 on support planning processes. 1.4. Explain how outcome-based practice can impact positively on an individual's life. 1.5. Explain what is meant by the term duty of care and how it contributes to the following: a) safeguarding of individuals b) supporting an individual's rights and choices
2. Be able to assist individuals to develop a support plan to address their needs.	2.1. Support an individual to make choices to address their identified needs, preferences and wishes. 2.2. Work with an individual to make informed choices that will inform the development of their support plan. 2.3. Evaluate risks associated with a given support plan. 2.4. Assist an individual to understand the risks associated with the choices they make in their support plan. 2.5. Support an individual and others to identify options, resources, and preferences in relation to an assessment of their needs. 2.6. Record the support plan identified in AC 2.2 according to organisational systems and processes to support information sharing.
3. Understand the use of assistive living technology in supporting individuals and others.	3.1. Analyse everyday situations where assistive technology solutions can support an individual and others. 3.2. Evaluate a given assistive living technology solution from an individual's support plan in terms of: a) benefits b) risks c) challenges
4. Be able to facilitate the implementation of support plans in partnership with an individual and others.	4.1. Negotiate and gain agreement on how a support plan will be implemented with an individual and others including roles and responsibilities of those involved. 4.2. Facilitate the implementation of a support plan in partnership with an individual and others.

<p>5. Be able to facilitate a person-centred review of support plans in partnership with an individual and others.</p>	<p>5.1. Negotiate and gain agreement on the monitoring process for a support plan using a person-centred approach including:</p> <ul style="list-style-type: none"> a) time b) people c) budget d) compliance with standards <p>5.2. Research, evaluate and use appropriate systems, procedures and practices that will encourage engagement of an individual and others in the review process in line with agreed ways of working.</p> <p>5.3. Facilitate a person-centred review of a support plan to include:</p> <ul style="list-style-type: none"> a) feedback from the individual and others b) assessed risks <p>5.4. Record the review process and outcomes in line with organisational systems and procedures to support information sharing.</p>
<p>6. Understand how to address conflicts that may arise between an individual's right to choose and duty of care.</p>	<p>6.1. Explain why conflicts may arise between an individual's right to choose and duty of care.</p> <p>6.2. Explain how to manage risks associated with conflicts between an individual's rights and duty of care.</p> <p>6.3. Explain where to get support and advice regarding managing conflicts.</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>
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	Health and Safety in Health and Social Care Settings
Level	Four
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG021
Unit Reference No	H/650/4159
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills needed to implement effective and appropriate health and safety in own work setting.	
Learning Outcomes	Assessment Criteria
1. Understand own and others' responsibilities, relating to health and safety.	1.1. Explain current legislation relating to health and safety in own work setting. 1.2. Explain health and safety policies and procedures as agreed with employer in relation to own role. 1.3. Explain the health and safety responsibilities of: a) self b) employer or manager c) others in the work setting 1.4. Explain tasks that should not be carried out in own work setting without specialist training.
2. Understand own responsibilities for health and safety in the workplace.	2.1. Explain the limits of own role in the workplace in relation to health and safety. 2.2. Explain own legislative and policy responsibilities in regard to: a) emergency first aid b) fire safety c) risk to own safety d) risk to safety of others e) infection prevention and control f) hazardous substances g) security 2.3. Explain procedures to be followed if an accident or sudden illness should occur. 2.4. Explain how to record and report health and safety incidents.
3. Be able to work safely and support others to work safely in health and social care settings.	3.1. Apply current legislation relating to health and safety in own work setting. 3.2. Comply with current guidelines for: a) general infection prevention and hand hygiene b) verifying identity of anyone requesting access to the work setting c) maintaining evacuation routes d) lone working 3.3. Complete health and safety records in line with legal and work setting requirements. 3.4. Explain the importance of acting as a role model to others regarding health and safety practices. 3.5. Support others to work safely in health and social care settings.
4. Be able to assess and manage risk in health and social care settings.	4.1. Contribute to the implementation of policies, procedures and practices which identify, assess, and manage risk. 4.2. Work with others to assess potential risks. 4.3. Assess how risk-taking impacts on: a) individuals

		<ul style="list-style-type: none"> b) staff c) organisation <p>4.4. Work with others to manage risks. 4.5. Evaluate own practice in leading a balanced approach to risk management.</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>
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	Safeguarding and Protection in the Adult Social Care Sector
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBG022
Unit Reference No	L/650/4160
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to protect and safeguard adults at risk in adult social care settings and the appropriate actions to be taken and procedures to be followed.	
Learning Outcomes	Assessment Criteria
1. Understand the legislation, regulations and policies that underpin the protection of adults at risk.	1.1. Explain the concept of safeguarding in relation to current policy for adults at risk. 1.2. Explain the legislative framework for safeguarding adults at risk. 1.3. Evaluate the impact of relevant policy developments on approaches to safeguarding adults at risk in own setting. 1.4. Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of adults at risk. 1.5. Explain the protocols and referral procedures when harm or abuse is alleged or suspected.
2. Understand how to respond to suspected or alleged abuse.	2.1. Explain the signs and symptoms associated with the following types of abuse: a) physical b) sexual c) emotional/psychological d) financial e) institutional f) self-neglect g) neglect by others h) exploitation i) domestic violence and abuse j) human trafficking k) hate crime 2.2. Explain appropriate actions to be taken if there are suspicions that an individual is being abused. 2.3. Explain appropriate actions to be taken if an individual alleges that they are being abused. 2.4. Explain how to raise concerns when suspected abuse has been reported but procedure does not appear to have been followed. 2.5. Explain agreed protocols for working in partnership with other relevant organisations.
3. Understand the use of restrictive practices within adult social care.	3.1. Explain what is meant by restrictive practices. 3.2. Explain the legal implications and impact of using restrictive practice in adult social care and why it must be proportionate and used only as a last resort. 3.3. Explain situations where restrictive practices might need to be used in accordance with organisational policies and procedures.

4. Understand how to support others in safeguarding.	4.1. Explain how to support others to raise concerns. 4.2. Explain how to support others during the safeguarding process.	
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	Developing, Maintaining and Using Records and Reports Within Health and Social Care
Level	Four
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG023
Unit Reference No	M/650/4161
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to develop, maintain and use records and reports within health and social care.	
Learning Outcomes	Assessment Criteria
1. Understand the legal and organisational requirements for recording information and providing reports within health and social care.	1.1. Explain own and others' responsibilities when recording information and providing reports. 1.2. Explain the legal requirements and agreed ways of working for the security and confidentiality of information. 1.3. Analyse the consequences of poor practice in information management, for an organisation and others.
2. Be able to produce records and reports that meet legal requirements and agreed ways of working within health and social care.	2.1. Produce and maintain records and reports that that meet legal requirements and agreed ways of working and are: <ol style="list-style-type: none"> accurate and coherent understood by those who have a right to see them complete, retrievable, and up to date compliant with legal and organisational requirements 2.2. Explain how to balance confidentiality and openness in records and reports. 2.3. Use Information Communication Technology (ICT) systems for the collection, storage and exchange of information within and across disciplines and organisations. 2.4. Support individuals to participate in the preparation of reports.
3. Be able to use records and reports to inform judgements and decisions within health and social care.	3.1. Clarify with others the accuracy of given records and reports within health and social care. 3.2. Explain why it is important to respond to feedback from those who receive records and reports. 3.3. Use facts and evidence-based opinions within records and reports within a health and social care setting. 3.4. Evaluate how own records and reports provide evidence for the basis of judgements and decisions within a health and social care setting.

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	Professional Supervision Practice
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG024
Unit Reference No	R/650/4162
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the role of professional supervision practice.	
Learning Outcomes	Assessment Criteria
1. Understand professional supervision.	1.1. Critically compare and contrast two theoretical approaches to professional supervision. 1.2. Explain how the requirements of legislation, codes of practice, policies, and procedures impact on professional supervision.
2. Understand the principles of supervision and importance of performance management.	2.1. Explain the key principles of effective professional supervision. 2.2. Explain the importance of managing performance in relation to: <ol style="list-style-type: none"> governance safeguarding key learning from critical reviews and inquiries
3. Understand how to support individuals through professional supervision.	3.1. Explain the concept of anti-oppressive practice in professional supervision. 3.2. Explain different methods that may support individuals to deal with challenging situations. 3.3. Explain how conflict may arise and be managed within professional supervision.
4. Understand how professional supervision supports work and organisational performance.	4.1. Explain the responsibility of the supervisor in setting clear targets and performance indicators. 4.2. Explain the performance management cycle. 4.3. Critically compare and contrast two performance measurement methods. 4.4. Explain the key indicators of poor performance. 4.5. Explain how constructive feedback may be used to improve work performance. 4.6. Evaluate the use of performance management towards the achievement of organisational objectives.

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	Performance Appraisal Processes
Level	Four
Credit Value	3
Guided Learning Hours (GLH)	18
OCN NI Unit Code	CBG025
Unit Reference No	T/650/4163
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the staff performance appraisal process.	
Learning Outcomes	Assessment Criteria
1. Understand performance appraisal policies, theories and models.	1.1. Explain appraisal policies, theories and agreed ways of working and how they may be used to inform the following for an organisation: a) achievement of objectives b) overall performance c) future objectives 1.2. Research and evaluate two models of staff appraisal, including their effectiveness and application in a work setting.
2. Understanding power balances within the appraisal process.	2.1. Critically compare appraisal and disciplinary processes. 2.2. Explain how to ensure an appropriate power balance throughout the appraisal process.
3. Understand the importance of appraisal preparation.	3.1. Explain the importance of confirming with the appraisee the objectives against which performance will be appraised. 3.2. Explain how evidence from different sources can be used in the appraisal process. 3.3. Explain why it is important to prepare paperwork for appraisal in line with work setting requirements. 3.4. Explain how to appropriately prepare the environment for the appraisal meeting.
4. Understand how to carry out the appraisal process effectively.	4.1. Explain the importance of providing feedback to the appraisee on their work performance over the previous year including: a) areas of practice which have met or exceeded standards b) areas for development 4.2. Explain the importance of identifying and agreeing with the appraisee work objectives for forthcoming year. 4.3. Explain the benefits of identifying and agreeing with the appraisee a professional development plan for the forthcoming year. 4.4. Summarise reasons for accurately recording the appraisal in line with work setting requirements.

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	Safeguarding Children and Young People who are Present in an Adult Social Care Setting	
Level	Four	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBG026	
Unit Reference No	Y/650/4164	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to safeguard children and young people who are present in adult social care settings.		
Learning Outcomes	Assessment Criteria	
1. Understand own and others' responsibility to safeguard children and young people who are present in an adult social care work setting.	1.1. Explain own and others responsibility to safeguard children and young people who are present in an adult social care work setting.	
2. Understand the actions to be taken if there are safeguarding concerns about children and young people who are present in an adult social care setting.	2.1. Explain how to access information, advice and support to inform knowledge and practice about safeguarding children and young people. 2.2. Explain the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding children and young people. 2.3. Explain the actions that need to be taken where there are safeguarding concerns about a child or young person present in an adult social care setting.	
3. Understand how to address conflicts and dilemmas associated with safeguarding children and young people.	3.1. Explain the possible conflicts and dilemmas that may occur in relation to safeguarding children and young people present in an adult social care setting. 3.2. Summarise the actions to be taken when conflicts and dilemmas regarding safeguarding children and young people arise.	
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	Understand Personalisation in Care and Support Services
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG027
Unit Reference No	A/650/4165
<i>Unit purpose and aim(s):</i> This unit will enable the learner to know how to contribute to the commissioning and providing of services for care and support including the theory, practice and legislation that underpins the personalisation agenda for care and support services.	
Learning Outcomes	Assessment Criteria
1. Understand personalisation in social care and support services.	<p>1.1. Explain what is meant by the terms:</p> <ul style="list-style-type: none"> a) personalised service b) self-commissioned service c) self-directed support <p>1.2. Critically compare and contrast the professional gift and empowerment models of service provision.</p> <p>1.3. Explain the features of personalisation within social care and support services and why outcomes are central to personalisation.</p> <p>1.4. Summarise the key aspects of legislation and policy that promote personalised services.</p>
2. Understand systems and processes that support personalisation.	<p>2.1. Explain the impact of personalisation on the delivery of social care services.</p> <p>2.2. Explain the role of direct payments in supporting personalisation.</p> <p>2.3. Explain different types of support that individuals and others may need in order to access personalised services.</p>
3. Understand responsibilities within self-directed support.	<p>3.1. Explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support.</p> <p>3.2. Explain the responsibilities held for the delivery and quality of self-directed support by:</p> <ul style="list-style-type: none"> a) direct payments recipients b) social workers and care managers.
4. Know how to support personalisation within own role.	<p>4.1. Summarise the attitudes, approaches and skills required in own role to implement and support personalisation.</p> <p>4.2. Evaluate the impact of personalisation on own role making recommendations for promoting and supporting personalisation.</p>
5. Know how to evaluate systems and structures to adapt to personalisation.	<p>5.1. Evaluate the effectiveness of systems and structures in own organisation for adapting to personalisation identifying possible areas for improvement.</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	Understand Models of Disability	
Level	Five	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBF138	
Unit Reference No	F/618/5504	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand models of disability and how they impact on individuals and organisations.		
Learning Outcomes	Assessment Criteria	
1. Understand theoretical models of disability.	1.1. Critically compare two different theoretical models of disability taking account of: a) individuals' experience b) how these have shaped organisational structures and outcomes	
2. Be able to analyse and implement agreed ways of working in the context of models of disability.	2.1. Analyse how agreed ways of working can promote particular models of disability. 2.2. Make recommendations for agreed ways of working that actively promote empowerment and participation. 2.3. Implement agreed actions based on recommendations identified in AC 2.2 in the context of own role.	
3. Be able to develop and implement activities that promote others' awareness of models of disability.	3.1. Develop activities that increase the awareness by others of: a) models of disability b) how they are experienced by individuals c) how they shape organisational structure and agreed ways of working 3.2. Implement planned activities identified in AC 3.1 and evaluate the outcomes.	
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	Relationships and Social Networks and How They Impact Well-being and Self-esteem	
Level	Four	
Credit Value	3	
Guided Learning Hours (GLH)	25	
OCN NI Unit Code	CBG028	
Unit Reference No	D/650/4166	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand supportive relationships and social networks and their relevance to health and social care practice and an individual's well-being and self-esteem.		
Learning Outcomes	Assessment Criteria	
1. Understand the relevance of relationship theories to health and social care practice.	1.1. Critically compare the key principles of relationship theories. 1.2. Analyse ways in which relationship theories may enhance health and social care practice.	
2. Understand the impact of relationships and social networks on an individual's well-being and self-esteem.	2.1. Explain the characteristics of supportive relationships and dysfunctional relationships 2.2. Evaluate the possible benefits of supportive relationships and social networks on an individual's well-being and self-esteem. 2.3. Explain the possible impact of difficult or dysfunctional relationships on an individual's well-being and self-esteem.	
3. Understand factors that may influence relationships.	3.1. Explain the stages involved in the development, maintenance, and breakdown of relationships. 3.2. Explain how the development, maintenance and breakdown of relationships may be influenced by the following factors: a) social b) economic c) cultural d) psychological e) physical	
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	Understand How to Manage A Team in Health and Social Care Settings
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG029
Unit Reference No	F/650/4167
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to effectively support and enable team development in health and social care.	
Learning Outcomes	Assessment Criteria
1. Understand effective team performance.	1.1. Summarise the key features of effective team performance. 1.2. Critically compare and contrast models used to link individual roles and development with team performance
2. Understand how to support team development and manage team conflict.	2.1. Explain the stages of team development, barriers to success in each stage and how these may be overcome. 2.2. Explain the effect group norms may have on team development. 2.3. Differentiate between beneficial conflict and destructive conflict in teams. 2.4. Critically compare and contrast two methods of dealing with destructive conflict within a team. 2.5. Critically compare methods of developing and establishing trust and accountability within a team
3. Understand how to promote a shared team purpose.	3.1. Explain ways to promote a shared purpose within a team and approaches that encourage skills and knowledge sharing.
4. Understand how to promote and manage a no blame culture within a team.	4.1. Explain what is meant by the term no blame culture. 4.2. Evaluate the benefits of a no blame culture within a team and how it may be supported by systems and processes. 4.3. Explain strategies for managing risks associated with a no blame culture.
5. Understand different styles of leadership and management.	5.1. Critically compare and contrast three styles of leadership and management. 5.2. Evaluate how own leadership and management style may be adapted in different circumstances.

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	Understand Professional Leadership and Management	
Level	Five	
Credit Value	3	
Guided Learning Hours (GLH)	20	
OCN NI Unit Code	CBF118	
Unit Reference No	H/618/5480	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to improve practice through the use of the theories of management and leadership in adult social care.		
Learning Outcomes	Assessment Criteria	
1. Understand theories of leadership and management.	1.1. Review two theories and two models of leadership and management. 1.2. Explain the interdependencies between leadership and management. 1.3. Analyse the potential conflicts between the application of leadership and management. 1.4. Explain how such conflicts can be addressed.	
2. Understand the skills and values of professional leadership and management in adult social care.	2.1. Analyse the skills required in adult social care to be: a) an effective leader b) an effective manager 2.2. Explain why both sets of skills are necessary in adult social care. 2.3. Analyse how leadership influences the values of an organisation.	
3. Understand the strategy and policy direction that impacts leadership and management in adult social care.	3.1. Identify key legislative and policy developments which have impacted adult social care services. 3.2. Analyse two emerging themes which may impact service delivery in adult social care. 3.3. Analyse how regulatory frameworks influence the leadership and management of adult social care.	
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	Supporting the Development of Community Partnerships
Level	Four
Credit Value	5
Guided Learning Hours (GLH)	33
OCN NI Unit Code	CBG030
Unit Reference No	H/650/4168
<i>Unit purpose and aim(s):</i> This unit will enable the learner to know how to support the development of community partnerships.	
Learning Outcomes	Assessment Criteria
1. Understand community partnerships.	1.1. Explain what is meant by community partnerships and their benefits. 1.2. Summarise different agencies, networks, organisations and individuals who may be involved in community partnerships.
2. Know how community partnerships may inform and support practice.	2.1. Work with others to identify needs that may be met through community partnerships. 2.2. Collate and disseminate information relating to existing community partnerships that may meet identified needs. 2.3. Contribute to evaluating information about existing community partnerships and identification of gaps in provision of services. 2.4. Work with others to determine how a community partnership may fill a gap in provision of services and support practice.
3. Be able to investigate the potential for establishing community partnerships.	3.1. Investigate the potential for involvement by individuals, agencies, organisations and networks to establish a community partnership to fill an identified gap in provision of services. 3.2. Disseminate information and invites regarding the community partnership identified in AC 3.1 to those who may be involved.
4. Be able to support the establishment of community partnerships.	4.1. Collate and dissemination information to potential community partnership members regarding the following: a) good practice from other community partnerships with similar purposes b) potential costs c) sources of funding 4.2. Work with others to agree: a) membership of the partnership b) purpose c) aims and objectives d) roles and responsibilities e) activities and practices
5. Be able to contribute to the running of community partnerships.	5.1. Carry out own role and responsibilities to support the purpose of the community partnership. 5.2. Support the community partnership to meet agreed aims and objectives. 5.3. Explain ways to support the community partnership to maintain membership.

<p>6. Be able to contribute to the monitoring and review of community partnerships.</p>	<p>6.1. Support members of the community partnership to monitor its activities and practices.</p> <p>6.2. Support members of the community partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives.</p> <p>6.3. Contribute to review of the community partnership and agree changes if required.</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	Supporting Individuals to Access and Manage Direct Payments
Level	Four
Credit Value	6
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBG031
Unit Reference No	J/650/4169
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support individuals to manage different direct payments.	
Learning Outcomes	Assessment Criteria
1. Understand direct payments.	1.1. Explain the purpose of direct payments and how they relate to legislation and policies for providing care and support. 1.2. Summarise different services which direct payments may be used for.
2. Be able to support individuals to decide whether to use direct payments.	2.1. Summarise sources of information and advice relating to using direct payments. 2.2. Provide information and advice relating to direct payments in a way that is accessible to an individual and others. 2.3. Access specialist guidance about using direct payments. 2.4. Work with an individual and others to decide: <ul style="list-style-type: none"> a) whether a direct payment would be beneficial in meeting the individual's needs b) the level and type of support needed to manage the direct payment
3. Be able to provide support to select and purchase services using direct payments.	3.1. Provide accessible information about services that meet an individual's needs that may use direct payments. 3.2. Work with an individual and others to select support that meets their needs. 3.3. Support an individual to check and understand documents produced by service providers relating to direct payments.
4. Be able to provide support for completing paperwork and making payments associated with direct payments.	4.1. Work with individuals to complete relevant paperwork to apply for direct payments, in a way that promotes active participation. 4.2. Support an individual to make payments for services purchased, in a way that promotes active participation. 4.3. Work with individuals to submit claims and monitoring documents for direct payments, in a way that promotes active participation.
5. Be able to understand how to address difficulties, dilemmas and conflicts relating to direct payments.	5.1. Explain how dilemmas may arise between duty of care and an individual's rights relating to direct payments. 5.2. Summarise practical difficulties and conflicts that may arise relating to direct payments. 5.3. Explain strategies to resolve or minimise difficulties, dilemmas and conflicts identified in AC 5.1 and 5.2.

<p>6. Be able to support the review of services purchased through direct payments.</p>	<p>6.1. Negotiate and agree with an individual how the service they have purchased will be reviewed. 6.2. Work with an individual and others to review the service they have purchased. 6.3. Negotiate and agree any changes needed to the service purchased. 6.4. Provide feedback to organisations relating to the service purchased.</p>
<p>7. Be able to support the review of the management of direct payments.</p>	<p>7.1. Work with an individual and others to review the management of the direct payment. 7.2. Negotiate and agree any changes to the type and level of support needed for managing a direct payment. 7.3. Provide feedback to service providers relating to the management of an individual's direct payment.</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	Working with Individuals, Carers and Families in Crisis
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG032
Unit Reference No	M/650/4170
<i>Unit purpose and aim(s):</i> This unit will enable the learner to know how to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.	
Learning Outcomes	Assessment Criteria
1. Understand relevant legislation, policy and practice when working with individuals, carers and families in crisis.	1.1. Explain key aspects of current legislation relating to risk assessment and risk management when working with individuals, carers and families in crisis. 1.2. Explain key aspects of legislation, policy and practice relating to the recording, storing and sharing of information by a service provider. 1.3. Explain different types of support and intervention available to individuals, carers and families in crisis including factors that may influence the types of support offered.
2. Be able to develop risk management strategies when working with individuals, carers and families in crisis.	2.1. Explain how to assess the risk of potential emerging crisis situations. 2.2. Support individuals, carers and families during the agreement phase to participate and contribute to the review of a risk management strategy. 2.3. Develop a risk management strategy using risk assessments ensuring that activities, roles and responsibilities are agreed, clarified and understood by all parties. 2.4. Complete documentation in line with agreed ways of working.
3. Be able to respond appropriately in a crisis situation.	3.1. Respond appropriately in a crisis situation including: <ol style="list-style-type: none"> evaluating the seriousness and urgency agreeing with families, carers and individuals on appropriate response recording and communicating agreed actions implementing agreed actions promptly in line with approved ways of working
4. Be able to review the outcomes of requests for action during crisis situations.	4.1. Explain how to conduct a valid, reliable and comprehensive review. 4.2. Review outcomes of actions taken and decisions made regarding requests for action during crisis situations. 4.3. Analyse the results of the review to inform future risk management strategies and actions to be 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
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	Supporting Individuals in the Use of Assistive Technology
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBG033
Unit Reference No	R/650/4171
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the knowledge, understanding and skills required to support individuals in the use of assistive technology.	
Learning Outcomes	Assessment Criteria
1. Understand the range, purpose and effectiveness of assistive technology available to support individuals.	1.1. Explain the range and purpose of assistive technology that is available to support individuals in own area of work. 1.2. Evaluate the effectiveness of the most commonly used assistive technology in own area of work. 1.3. Explain how assistive technology can have a positive impact on the well-being and quality of life of individuals.
2. Be able to support the selection of assistive technology with individuals.	2.1. Explain own role and the roles of others in the provision of assistive technology for individuals. 2.2. Support an individual to access specialist information and support about assistive technology. 2.3. Support an individual to express their own needs, preferences and desired outcomes in relation to the use of assistive technology. 2.4. Support an individual to select assistive technologies to meet their own needs and preferences.
3. Be able to support the use of assistive technology aids with an individual.	3.1. Prepare the environment to support the use of assistive technology with an individual. 3.2. Support the use of assistive technology following instructions or guidelines within boundaries of own role. 3.3. Record the use of assistive technology following procedures or agreed ways of working. 3.4. Explain when and to whom referrals for maintenance or repair should be made.
4. Be able to evaluate the effectiveness of the use of assistive technology and own practice to meet identified outcomes for individuals.	4.1. Review the effectiveness of assistive technology against identified outcomes with individuals. 4.2. Provide feedback to others on the use of assistive technology. 4.3. Revise plans to use assistive technology to achieve identified outcomes with individuals and / or others. 4.4. Evaluate own practice in using assistive technology to meet identified outcomes. 4.5. Explain the importance of adapting own practice to support the needs of the individual.

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	Supporting Individuals to Access Education, Training or Employment
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	31
OCN NI Unit Code	CBG034
Unit Reference No	A/650/4174
<i>Unit purpose and aim(s):</i> This unit will enable the learner to know how to support individuals to access education, training or employment.	
Learning Outcomes	Assessment Criteria
1. Understand the value of engagement in training, education or employment for individuals.	1.1. Explain why engagement in education, training or employment opportunities may have a positive impact on the following aspects of well-being and quality of life for individuals: a) emotional b) psychological c) physical
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment.	2.1. Summarise key aspects of legislation, guidance and codes of practice that support an individual's right to access training, education or employment. 2.2. Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment. 2.3. Explain assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities.
3. Understand the support available to individuals accessing education, training or employment.	3.1. Summarise the role of different agencies that provide support to individuals accessing education, training or employment and support provided.
4. Be able to support an individual to identify and access education, training or employment that meets their needs and preferences.	4.1. Work with an individual to identify the education, training or employment opportunities taking account of the individual's: a) aspirations b) skills and abilities c) interests d) experience e) qualifications f) support needs g) preferred career pathway h) personal circumstances i) language and communication needs 4.2. Work with an individual and others to source accessible information on education, training or employment opportunities. 4.3. Support an individual to select preferred education, training or employment. 4.4. Support an individual to complete applications to access education, training or employment.

		4.5. Support an individual to prepare for interview or selection for education, training or employment.
5. Be able to support an individual to undertake education, training or employment.		5.1. Summarise own role and the role of others in providing support to an individual to undertake education, training or employment. 5.2. Work with an individual and others to identify assistive technology resources and support that may be needed to undertake education, training or employment.
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	Providing Information, Advice and Guidance
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG035
Unit Reference No	D/650/4175
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge to support individuals to access relevant information, advice and guidance in a health and social care environment.	
Learning Outcomes	Assessment Criteria
1. Understand the importance of providing accurate information, advice and guidance in a person-centred way.	1.1. Explain the relationship between information, advice and guidance. 1.2. Explain the importance of respecting different values, diversity, cultures, beliefs, expertise and experience in providing information, advice and guidance. 1.3. Summarise the risks associated with supporting individuals and others to access information, advice and guidance. 1.4. Explain why accurate, timely and relevant information, advice and guidance is important. 1.5. Analyse the impact on individuals and others of information, advice and guidance in enabling informed decisions.
2. Understand provision of information, advice and guidance in own practice.	2.1. Explain own role, responsibilities and boundaries in provision of information, advice and guidance including the impact of ethical principles on own practice.
3. Be able to provide accurate information, advice and guidance within own organisation using different sources.	3.1. Determine the information, advice and guidance requirements of individuals and others within own role. 3.2. Provide and support access to person-centred information, advice and guidance to individuals and others within own organisation. 3.3. Signpost specialist advice for individuals and others. 3.4. Analyse potential risks associated with the provision of information, advice and guidance given to individuals and others. 3.5. Confirm that the information, advice and guidance offered in AC 3.2 has been clearly understood. 3.6. Record information, advice and guidance offered in AC 3.2 including risks identified in AC 3.4 in line with organisational policies and requirements.
4. Be able to evaluate own practice in information, advice and guidance.	4.1. Evaluate how the information provided to individuals and others in AC 3.2 addressed their needs and how own knowledge and practice may be improved. 4.2. Use evaluation carried out in AC 4.1 to develop and implement a plan to develop own knowledge and practice in relation to provision of information, advice and guidance.

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	Support the Use of Assistive Technology in Health and Social Care	
Level	Five	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBF137	
Unit Reference No	K/618/5500	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand, plan, provide and review assistive technologies in order to best support the individual in health and social care settings.		
Learning Outcomes	Assessment Criteria	
1. Be able to research and evaluate assistive technologies.	1.1. Research and develop a report on the types, availability and the impact of assistive technologies on individuals within own area of responsibility.	
2. Be able to facilitate the use of assistive technologies by the individual.	2.1. Explain how assistive technologies solutions can be adapted according to need and context. 2.2. Summarise the potential risks associated with assistive technology solutions. 2.3. Summarise assessment and referral processes which are used to secure assistive technology. 2.4. Demonstrate how to support the individual secure and use appropriate assistive technology.	
3. Be able to support others to facilitate the use of assistive technology.	3.1. Support others to facilitate the use of assistive technology by providing information and guidance.	
4. Be able to review the provision of assistive technology.	4.1. Review the assessment and referral processes used to secure assistive technology. 4.2. Review the outcomes of assistive technology support to individuals against identified needs.	
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	Promote Assistive Technology in Social Care
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	29
OCN NI Unit Code	CBG036
Unit Reference No	F/650/4176
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to promote assistive technology through the development of organisational culture, policies, procedures and practices.	
Learning Outcomes	Assessment Criteria
1. Understand barriers to using assistive technologies.	1.1. Summarise possible barriers for individuals and others to use assistive technology including: <ol style="list-style-type: none"> social psychological economic organisational 1.2. Explain potential barriers within own organisation to be able to offer the use of assistive technology to individuals including: <ol style="list-style-type: none"> policies procedures practices economic
2. Be able to support own organisation to offer assistive technology.	2.1. Evaluate how own organisation currently uses assistive technology internally and for service delivery. 2.2. Explain available support networks for users of assistive technology within own organisation. 2.3. Present an effective strategy to reduce identified barriers to assistive technology for: <ol style="list-style-type: none"> individuals others own organisation 2.4. Contribute to the development of the following for own organisation in relation to assistive technology: <ol style="list-style-type: none"> policies procedures practices 2.5. Collate feedback from individuals and others to inform future developments in the offer of assistive technology.

<p>3. Be able to advocate for the use of assistive technology in own organisation.</p>	<p>3.1. Evaluate the skills and knowledge of others in own organisation in order to use assistive technology.</p> <p>3.2. Support knowledge of others regarding use and implementation of assistive technology through:</p> <ul style="list-style-type: none"> a) information b) guidance c) training and education <p>3.3. Evaluate the impact of assistive technology on individuals.</p> <p>3.4. Present an effective strategy to support maintenance of own competence and manage knowledge transfer in relation to the use of assistive technology for self and others.</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	Undertake a Research Project within Health and Social Care Services	
Level	Five	
Credit Value	10	
Guided Learning Hours (GLH)	70	
OCN NI Unit Code	CBF131	
Unit Reference No	D/618/5493	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge, skills and processes required to undertake a research project within health and social care services.		
Learning Outcomes	Assessment Criteria	
1. Be able to identify a research topic within health and social care services and develop a preliminary plan.	1.1. Investigate and identify an appropriate research topic within health and social care services. 1.2. Develop a preliminary plan which takes account of: a) the aims and objectives of the research project b) how to gain the necessary authorisation and permissions c) ethical considerations	
2. Understand research methodologies and the importance and use of valid and reliable data.	2.1. Critically compare two different types of research methodologies. 2.2. Evaluate different methods and tools used to collect and analyse data. 2.3. Explain the importance of validity and reliability of data used within research.	
3. Be able to plan and carry out a research project within health and social care services.	3.1. Investigate and identify sources of support which will enhance research. 3.2. Obtain all necessary authorisation and permissions. 3.3. Develop a detailed research project plan. 3.4. Carry out a research project in line with plan identified in AC 3.3 to include: a) selection and use of research methodologies b) literature review c) research questions to be addressed d) recording and collating of data	
4. Be able to analyse research findings to inform project conclusions, recommendations and application.	4.1. Use appropriate data analysis methods to inform findings of research project carried out in AC 3.4 to include: a) development of conclusions b) reflection in relation to literature review c) project recommendations and application within practice	
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	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	A collection of documents containing work that shows the learner's progression through the course	
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	Promote Access to Health Care for Individuals with Learning Disabilities
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF134
Unit Reference No	M/618/5496
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to lead, supervise and influence others to support individuals with learning disabilities to access and meet their health care needs.	
Learning Outcomes	Assessment Criteria
1. Understand issues relating to the access of health care services for individuals with learning disabilities.	1.1. Summarise the rights-based approach to accessing health care services. 1.2. Summarise inequalities in accessing health care services for different sections of the population. 1.3. Analyse how at least one investigation, inquiry or report has demonstrated the need for improved access and services for individuals with learning disabilities. 1.4. Summarise the impact of legislation, policy and guidance underpinning the need for health care services to enable access to individuals with a learning disability. 1.5. Analyse how legislation, policy and guidance relating to capacity and consent should inform working with individuals considering and receiving treatment.
2. Understand the impact of health care and its provision on individuals with learning disabilities.	2.1. Analyse trends of the health care needs among individuals with learning disabilities. 2.2. Explain systematic approaches that may support better health and health care for individuals with a learning disability. 2.3. Summarise the difficulties in diagnosing particular health conditions in individuals with a learning disability.
3. Understand good practice in supporting people with a learning disability to access health care services.	3.1. Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their health care needs. 3.2. Summarise at least three different ways of working in partnership with persons or organisations in order to support the health care needs of individuals. 3.3. Explain how to promote access to health care through the use of reasonable adjustments. 3.4. Analyse the rights of others significant to the individual to be involved in planning health care services.
4. Understand how to lead and support others to develop, implement, monitor and review plans for health care.	4.1. Explain how to champion a person-centred focus to the health care planning process. 4.2. Summarise factors to consider when and leading and supporting others to develop and implement plans for health care. 4.3. Explain how to support others to monitor and review plans for health care.

	<p>4.4. Explain how to challenge health care providers and services when required to advocate with or on behalf of individuals.</p> <p>4.5. Explain how to support others to raise concerns and challenge health care services.</p>
<p>5. Be able to develop a person-centred strategy and systems to support others to meet the health care needs of individuals with a learning disability.</p>	<p>5.1. Develop a person-centred strategy to underpin work with an individual with a learning disability to identify and meet their health care needs.</p> <p>5.2. Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability.</p> <p>5.3. Work with others to ensure that systems meet the health care needs of individuals with a learning disability.</p> <p>5.4. Evaluate the impact of systems in meeting the health care needs of individuals with a learning disability.</p>
<p>6. Be able to promote good practice to others in their support of individuals with learning disabilities to access healthcare.</p>	<p>6.1. Explain the importance of showing leadership in the promotion of good practice in the support of individuals with learning disabilities to access healthcare.</p> <p>6.2. Demonstrate how to promote the effective use of communication methods to others to enable individuals to understand their healthcare needs and available options.</p> <p>6.3. Demonstrate how to promote partnership working to meet the health care needs of individuals with learning disabilities</p> <p>6.4. Demonstrate how to promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access health care services.</p> <p>6.5. Work to ensure the appropriate involvement of others significant to the individual in planning and delivering health care.</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>

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	Manage Finance within Own Area of Responsibility in Health and Social Care
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG037
Unit Reference No	H/650/4177
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the knowledge, understanding and skills required to manage finance in own area of responsibility within a health and social care setting.	
Learning Outcomes	Assessment Criteria
1. Understand financial management in own health and social care setting.	1.1. Explain the importance of effective financial management systems within own work setting. 1.2. Summarise sources of funding that are used to construct the budget for own work setting. 1.3. Summarise the roles, responsibilities and accountability of all those involved in the financial management for a budget in own work setting.
2. Be able to plan budget requirements for own area of responsibility.	2.1. Work with others to calculate the financial resources required to meet given objectives within own area of responsibility. 2.2. Communicate budget requirements relating to own role and responsibility to inform overall budget development. 2.3. Evaluate the impact of an insufficient budget on service delivery within own work setting. 2.4. Work with others to prioritise budget allocation in own area of responsibility.
3. Be able to manage a budget.	3.1. Explain the financial management systems available to monitor a budget for own area of responsibility. 3.2. Negotiate and agree roles and responsibilities of others in recording financial expenditure. 3.3. Calculate planned expenditure over a given financial period. 3.4. Monitor and record actual spend against planned expenditure. 3.5. Explain variances between planned and actual expenditure and where appropriate corrective action to be taken to address variances. 3.6. Revise budget to take account of variances and new or unforeseen developments.
4. Be able to make recommendations and adjust budget within own area of responsibility.	4.1. Review actual expenditure against planned expenditure within a given financial period. 4.2. Report findings from budget review carried out in AC 4.1. 4.3. Make recommendations for adjustments to inform budget planning and management.

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	Supporting Individuals with Autistic Spectrum Conditions
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF135
Unit Reference No	T/618/5497
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills needed to effectively manage and support others to provide quality outcomes for individuals with Autistic Spectrum Conditions (ASC).	
Learning Outcomes	Assessment Criteria
1. Understand how the different and evolving theories about autism reflect the complexity of ASC.	1.1. Summarise the defining features of ASC and the impact on service provision. 1.2. Evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum. 1.3. Summarise the implications for practice of controversies concerning the search for cures and interventions for ASC. 1.4. Summarise historical and current perspectives on the causes of autism. 1.5. Explain the importance of a person-centred approach which focuses on the individual not the diagnosis. 1.6. Analyse how stereotypical views and prejudices of others might impact on the lives of individuals with ASC.
2. Understand the implications of the legal and policy framework underpinning the support of individuals with ASC.	2.1. Explain the key features of legislation, national and local policies and guidance and how they support and impact on individuals with ASC. 2.2. Explain the applicability of legislation, policies and guidance to people, services or situations impacted by ASC. 2.3. Explain the influence of autism advocacy groups in highlighting shortcomings in legislation, policy and guidance and in advocating for change.
3. Be able to promote good practice in the support of individuals with ASC.	3.1. Summarise why it is important that workers apply different approaches, interventions and strategies according to the individual's needs and wishes identified in their person-centred support plan. 3.2. Develop practice guidance to maximise consistency and stability in the environment for the individual. 3.3. Work to ensure the use of structured activities to optimise individuals' learning. 3.4. Demonstrate ways of supporting others to minimise the vulnerability of individuals with ASC. 3.5. Implement strategies which support others to apply, monitor and review positive behavioural support with individuals. 3.6. Support others to work in partnership with parents and where applicable other informal carers or support networks.

	3.7. Evaluate working practices and strategies to ensure good practice making recommendations if required.
4. Be able to develop, promote and support positive communication strategies to others for individuals with ASC.	<p>4.1. Analyse the implications for practice of the link between behaviour and communication.</p> <p>4.2. Develop strategies to support others to understand the link between behaviour and communication.</p> <p>4.3. Demonstrate how to maximise effective communication for the individual through liaison with the following:</p> <ul style="list-style-type: none"> a) family b) carers – if applicable c) relevant professionals <p>4.4. Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively.</p>
5. Be able to develop and implement strategies to support individuals with ASC to manage their sensory experiences.	<p>5.1. Summarise the main types of sensory and perceptual difficulties that many individuals with ASC experience.</p> <p>5.2. Develop a sensory management strategy in conjunction with appropriate professional support and partnership working.</p> <p>5.3. Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing.</p> <p>5.4. Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual.</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>
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	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	Sensory Loss Awareness	
Level	Five	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF136	
Unit Reference No	A/618/5498	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to support workers to devise, implement and review strategies to promote awareness of sensory loss in the context of an individual's life.		
Learning Outcomes	Assessment Criteria	
1. Understand how to raise awareness of sensory loss.	1.1. Research methods for raising awareness of sensory loss and how different agencies can support this.	
2. Be able to raise awareness of sensory loss.	2.1. Select and agree actions with the individual and others to promote awareness of sensory loss across the following: a) communities b) organisations c) within the individual's life 2.2. Support others to carry out the agreed actions as identified in AC 2.1.	
3. Be able to review actions to promote awareness of sensory loss.	3.1. Review the outcomes of actions developed in AC 2.2 in relation to the following: a) individuals with sensory loss b) own work c) partnership working d) agreed ways of working e) awareness raising 3.2. Provide feedback to others on the effectiveness of an awareness raising activity.	
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	Mentoring in Social Care
Level	Five
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG038
Unit Reference No	J/650/4178
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop the knowledge, understanding and skills required as part of the mentoring process within a range of key areas of social care practice.	
Learning Outcomes	Assessment Criteria
1. Understand own role and responsibilities in relation to mentoring in social care.	1.1. Critically compare different mentoring models for social care. 1.2. Explain the following in relation to the role of a mentor in social care: a) skills b) qualities 1.3. Analyse how own values, behaviours, attitudes and emotional awareness may impact on a mentoring role. 1.4. Explain why it is important to establish the following in a mentoring relationship: a) ground rules for engagement b) boundaries c) responsibilities and autonomy of mentee 1.5. Explain the importance of adhering to ethical and professional standards. 1.6. Research different sources of support relating to issues outside of own expertise and authority.
2. Understand the application of mentoring in a social care setting.	2.1. Explain the legal and organisational requirements relating to mentoring in a social care setting including: a) data protection b) privacy c) confidentiality d) safeguarding and disclosure 2.2. Analyse the benefits of mentoring to an organisation. 2.3. Analyse impacts of mentoring on the learning and development of the mentee.
3. Understand techniques for establishing a mentoring relationship.	3.1. Critically compare techniques for effective mentoring. 3.2. Analyse different communication techniques used to support effective mentoring relationships. 3.3. Examine the role of confidentiality in maintaining mentoring relationships.
4. Be able to agree goals and outcomes in partnership with the mentee.	4.1. Establish a mentoring agreement with a mentee to include: a) ground rules for engagement b) boundaries c) responsibilities and autonomy of mentee 4.2. Negotiate and agree goals and outcomes with a mentee. 4.3. Negotiate and agree processes for recording interactions and progress to support information sharing.

5. Be able to mentor in social care.	5.1. Plan mentoring activities based on identified goals and outcomes. 5.2. Use mentoring techniques to maintain an effective working relationship with the mentee. 5.3. Use communication techniques that develop the mentoring relationship. 5.4. Provide constructive feedback to mentee.
6. Be able to review progress and achievements of a mentee.	6.1. Review progress in partnership with mentees which encourages the mentee to clarify own goals and facilitate own achievements. 6.2. Critically evaluate strategies for motivating mentees. 6.3. Negotiate and agree ongoing mentoring support following review carried out in AC 6.1. 6.4. Use reflective feedback from mentees to evaluate own mentoring practice, identifying possible areas for own development.

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	Assessment, Implementation and Review of Assistive Technology in Social Care
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBG039
Unit Reference No	K/650/4179
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support the assessment, review and implementation of assistive technology.	
Learning Outcomes	Assessment Criteria
1. Understand how legislation and regulatory procedures impact on the provision of assistive technology.	1.1. Analyse how assistive technology provision is impacted by: a) legislation b) mental capacity c) regulatory procedures
2. Understand how assistive technology can support independent living well-being.	2.1. Critically compare the assistive technology solutions for each of the following areas: a) communications b) well-being c) employment d) finance e) keeping safe f) travel g) social networking 2.2. Research developments in assistive technology. 2.3. Critically compare how assistive technology can improve outcomes for different individuals in relation to their independence and well-being.
3. Be able to carry out assistive technology assessments.	3.1. Support an individual and others to review assistive technology in relation to the individual's: a) strengths b) needs c) options 3.2. Carry out an assistive technology assessment to identify assistive technology solutions which preserve dignity of an individual. 3.3. Support an individual to express their informed choice about assistive technology taking into account: a) merits of different solutions b) impact of different solutions c) concerns an individual has 3.4. Assess the suitability of the individual's home environment for assistive technology. 3.5. Undertake a risk assessment in relation to assistive technology to include the following areas: a) social b) safeguarding c) financial d) operability e) data protection 3.6. Use agreed processes to establish consent when an individual is not able to express informed consent for themselves.

	3.7. Record outcomes of assessments according to agreed ways of working.
4. Be able to support an individual and others to implement assistive technology.	<p>4.1. Provide advice and guidance in relation to assistive technology procurement including:</p> <ul style="list-style-type: none"> a) solution options b) cost c) availability d) sourcing e) funding options <p>4.2. Support an individual and others to measure impact of assistive technology.</p> <p>4.3. Support an individual and others to understand roles and responsibilities regarding contractual obligations.</p> <p>4.4. Evaluate support measures available to individuals using assistive technology to maintain their independence.</p> <p>4.5. Develop contingency plans for assistive technology provision to address areas identified in risk assessment.</p> <p>4.6. Develop a strategy for on-going assessment and review according to agreed ways of working.</p>
5. Be able to work in partnership with an individual and others to review provision of assistive technology.	<p>5.1. Review the provision of assistive technology with an individual and others including:</p> <ul style="list-style-type: none"> a) feedback from an individual and others b) assessed risk. <p>5.2. Record review process and associated outcomes in line with agreed ways of working.</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>
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	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	Develop and Implement Reablement Plans
Level	Four
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG040
Unit Reference No	R/650/4180
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to develop and implement reablement plans.	
Learning Outcomes	Assessment Criteria
1. Understand the principles of reablement.	1.1. Explain key aspects of current legislation relating to reablement. 1.2. Explain the evidence base for current policy drivers towards reablement. 1.3. Explain how the following principles support reablement: a) independence b) empowerment c) personalisation d) choice and control 1.4. Explain trend towards working to support individuals and their families learn how to meet their own needs.
2. Understand the impact of daily living activities for individuals.	2.1. Explain basic and complex activities of daily living for an individual and how support an individual's role and identity . 2.2. Summarise barriers to activities of daily living to including: a) environmental b) social c) physical d) emotional e) sensory impairment f) cognitive g) financial
3. Understand resources available to support reablement.	3.1. Explain three techniques that can be adopted to support a successful reablement. 3.2. Explain how different equipment and technologies can be used to support reablement.
4. Be able to contribute to the development of plans for reablement.	4.1. Work in partnership with individuals and others to identify outcomes focused goals using given assessment information. 4.2. Work in partnership with individuals and others to develop a reablement plan. 4.3. Explain how barriers identified in reablement plan developed in AC 4.2 may be addressed. 4.4. Identify resources needed to implement reablement plan developed in AC 4.2. 4.5. Assess risks associated with reablement plan developed in AC 4.2. 4.6. Evaluate positive risk taking when working towards outcomes focused goals identified in AC 4.1. 4.7. Develop contingency plans to minimise the risks in AC 4.5 and 4.6.
5. Be able to implement reablement plan.	5.1. Work with the individual and others to promote participation in activities of daily living when implementing the reablement plan developed in AC 4.2.

	<p>5.2. Work with the individual and others to promote learning and engagement with individuals and their families.</p> <p>5.3. Work in partnership with individuals and others to monitor progress against the outcome focused goals.</p> <p>5.4. Work in partnership with individuals and others to agree any changes to reablement plan developed in AC 4.2.</p> <p>5.5. Record changes to reablement plan agreed in AC 5.4.</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	Develop Professional Supervision Practice
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	39
OCN NI Unit Code	CBF111
Unit Reference No	L/618/5473
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop the knowledge and skills required to undertake the professional supervision of others.	
Learning Outcomes	Assessment Criteria
1. Understand the purpose of professional supervision.	1.1. Analyse the principles, scope and purpose of professional supervision. 1.2. Outline two theories and/or models of professional supervision. 1.3. Explain how the requirements of legislation, standards and policies and procedures influence professional supervision. 1.4. Explain how findings from research, critical reviews and inquiries can be used within professional supervision to promote improved practice. 1.5. Explain how professional supervision can protect the: <ol style="list-style-type: none"> individual supervisor supervisee
2. Understand how the principles of professional supervision can be used to inform performance management.	2.1. Explain the performance management cycle. 2.2. Analyse how professional supervision supports effective performance. 2.3. Analyse how key performance indicators can be used to measure practice.
3. Be able to undertake the preparation for professional supervision with supervisees.	3.1. Using research on the theories of power explain factors which may result in a power imbalance during professional supervision. 3.2. Explain how to address power imbalance in own supervision practice. 3.3. Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process. 3.4. Agree with supervisee the frequency and location of professional supervision. 3.5. Agree with supervisee sources of evidence that can be used to inform professional supervision. 3.6. Agree with supervisee actions to be taken in preparation for professional supervision.
4. Be able to provide effective professional supervision.	4.1. Support supervisee to reflect on their own practice. 4.2. Provide positive feedback about the achievements of the supervisee. 4.3. Provide constructive feedback that can be used to improve performance. 4.4. Support supervisees to identify their own development needs. 4.5. Review and revise professional supervision targets to meet the identified objectives of the work setting. 4.6. Support supervisees to explore different methods of addressing challenging situations. 4.7. Record agreed supervision decisions.

5. Be able to manage conflict situations during professional supervision.	5.1. Give two examples from own practice of managing conflict situations within professional supervision. 5.2. Reflect on own practice in managing conflict situations experienced during professional supervision process.
6. Understand how to evaluate own practice when conducting professional supervision.	6.1. Gather feedback from supervisee/s on own approach to supervision process. 6.2. Reflect on how to adapt your approach to own professional supervision to improve practice in light of feedback.

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	Assessing the Physical Health Needs of Individuals with Mental Health Needs and Planning Appropriate Actions
Level	Four
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBG041
Unit Reference No	T/650/4181
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to assess the physical health needs of individuals with mental health needs and determine appropriate courses of action to promote their physical health.	
Learning Outcomes	Assessment Criteria
1. Understand how to assess the physical health needs of individuals with mental health needs.	1.1. Explain how physical and mental health needs may be linked and may impact on one another. 1.2. Explain what is meant by needs-led assessment and person-centred planning. 1.3. Explain the key aspects of legislation, policies and procedures that apply to the process of assessing the physical health needs of individuals with mental health needs.
2. Be able to carry out assessments of the physical health needs of individuals with mental health needs.	2.1. Negotiate and obtain valid consent to carry out assessment. 2.2. Carry out an assessment of an individual's physical health needs in line with agreed ways of working. 2.3. Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual. 2.4. Explain why it is important to consider all information gathered during throughout the assessment process. 2.5. Analyse where the outcomes of an assessment require further advice, investigation or referral.
3. Be able to record the outcome of assessments.	3.1. Record assessments in line with agreed ways of working. 3.2. Explain why agreement on sharing of information with others may conflict with the wishes of the individual. 3.3. Work with the individual to ensure they understand content of the assessment records and encourage discussion with the individual regarding content.
4. Be able to plan actions needed following physical health assessments.	4.1. Determine actions that could be taken to meet the individual's needs identified by the assessment carried out in AC 2.2, identifying associated risks. 4.2. Plan actions to be taken in line with agreed ways of working.
5. Be able to identify resources and services needed by individuals following physical health assessments.	5.1. Identify resources and/or services required by the individual as a result of assessment carried out in AC 2.2. 5.2. Explain using an example a situation where an individual's needs should be met even when it is difficult to secure resources.

6. Be able to make referrals.	6.1. Negotiate, obtain and record valid consent where referral is required. 6.2. Make referrals in line with agreed ways of working. 6.3. Explain why a referral may be refused.
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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	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	Implementing the Positive Behavioural Support Model
Level	Four
Credit Value	8
Guided Learning Hours (GLH)	61
OCN NI Unit Code	CBG042
Unit Reference No	Y/650/4182
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to implement the Positive Behavioural Support model with individuals who have complex needs and severe challenging behaviour.	
Learning Outcomes	Assessment Criteria
1. Understand the Positive Behavioural Support model.	1.1. Explain how Positive Behavioural Support has been influenced by: a) Applied Behaviour Analysis (ABA) b) Social Role Valorisation (SRV) 1.2. Summarise key aspects of current legislation and policy guidance relating to Positive Behavioural Support.
2. Understand challenging behaviour.	2.1. Define the term challenging behaviour 2.2. Explain the reasons for the term challenging behaviour coming into use. 2.3. Explain key factors that lead to a behaviour being defined as challenging.
3. Understand factors and models associated with challenging behaviour occurs.	3.1. Summarise key environmental risk factors associated with challenging behaviours. 3.2. Explain how slow and fast triggers contribute to challenging behaviour. 3.3. Explain the role of reinforcement in maintaining behaviour. 3.4. Explain the time intensity model.
4. Understand functional analysis in relation to an individual's challenging behaviour.	4.1. Explain the key components of functional analysis and key methods of analysing behaviour. 4.2. Complete accurate records of behaviour using a structured method. 4.3. Assess the following in relation to an individual's challenging behaviour: a) environmental risk factors b) possible slow and fast triggers c) factors that may contribute to reinforcement 4.4. Evaluate the importance of functional analysis in effective person-centred behavioural intervention for individuals.
5. Understand Positive Behavioural Support.	5.1. Explain the key characteristics of Positive Behavioural Support. 5.2. Explain the role of the following strategies within Positive Behavioural Support: a) primary prevention b) secondary prevention c) non aversive reactive 5.3. Explain the importance of social validity in the Positive Behavioural Support model.
6. Be able to implement primary prevention strategies.	6.1. Summarise the key primary prevention strategies. 6.2. Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice.

	<p>6.3. Explain the importance of effective communication and positive interaction in primary prevention for individuals.</p> <p>6.4. Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity.</p> <p>6.5. Use effective communication with an individual to promote positive behaviour.</p> <p>6.6. Evaluate the social validity of an agreed primary prevention strategy for an individual.</p>
<p>7. Be able to use a person-centred approach to develop plans that promote participation.</p>	<p>7.1. Explain how Active Support can help prevent challenging behaviour by improving an individual's quality of life.</p> <p>7.2. Explain the role of structure and daily planning in primary prevention for individuals.</p> <p>7.3. Review an individual's daily activities and routine to identify areas for increasing participation and choice.</p> <p>7.4. Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task.</p> <p>7.5. Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities.</p>
<p>8. Be able to implement secondary prevention strategies.</p>	<p>8.1. Summarise key secondary prevention strategies.</p> <p>8.2. Explain when secondary prevention strategies should be used with individuals.</p> <p>8.3. Identify early warning signs of behavioural agitation in an individual.</p> <p>8.4. Identify possible secondary prevention strategies that may be used with an individual.</p> <p>8.5. Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences.</p>
<p>9. Be able to implement non aversive reactive strategies.</p>	<p>9.1. Explain when reactive strategies should be used with individuals.</p> <p>9.2. Explain the key characteristics and types of reactive strategies.</p> <p>9.3. Assess risks associated with the use of reactive strategies.</p> <p>9.4. Identify possible reactive strategies that may be used for an individual.</p> <p>9.5. Implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences.</p> <p>9.6. Negotiate and agree with an individual their preferred post-incident support.</p> <p>9.7. Identify own preferred post-incident support.</p>

10. Be able to understand and implement positive Behavioural Support Plans.

- 10.1. Explain the purpose and importance of Positive Behaviour Support Plans for individuals.
- 10.2. Summarise the key components of a positive Behaviour Support Plan for individuals.
- 10.3. Implement agreed procedures in an individual's Positive Behavioural Support Plan.
- 10.4. Contribute to the review of an individual's Positive Behavioural Support Plan.

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

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 EV 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 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 20 working days of commencement of this 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 this qualification.

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 4 Diploma in Working in Adult Care (Northern Ireland)
Qualification Number: 610/1512/X

Operational start date: 15 September 2022
Operational end date: 31 August 2027
Certification end date: 31 August 2031

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