

EDI Level 3 Diploma in Health and Social Care (Adults) for England



Supporting learning
and performance

Support Pack

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Version 2

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Assessment

Some of the units in this qualification are competence based and are assessed through portfolio. Other units are knowledge based and are assessed through multiple-choice tests.

Competence based units

Assessment for competence based units takes the form of:

- On-going review of learner performance by an assessor and internal verifier.

This section covers:

- how the competence based units are assessed
- assessment principles
- claims to competence
- the appeals procedure for candidates
- the evidence matrix

How are the competence based units assessed?

Assessment is the process used to judge a learner's competence against set standards.

The assessor is usually the person who is responsible for providing training to the learner and who has the greatest number of opportunities to observe the learner's performance. The assessor may be a work place supervisor.

Assessors must be trained and qualified or working towards a qualification relevant to the assessor role.

Assessors base their judgement on a learner's performance and decide how it compares to the national standard. The assessor will also ask the learner questions based on the knowledge required to do the work to ascertain the learner's understanding of the job role.

When the required units have been completed and the assessor is satisfied that the candidate has met the national standard, a recommendation for a certificate will be made.

An Internal Verifier is responsible for the quality assurance of the qualifications within the training organisation, for example the assessor's line manager. The Internal Verifier provides advice and support to the assessors and ensures that the assessors apply the standards consistently and fairly. The Internal Verifier will see the learner's portfolio of evidence during the assessment process.

A Quality Advisor, who is appointed by EDI, will verify the assessment and internal verification decisions involved in the development of the learner's portfolio. The Quality Advisor will quality assure the qualification process which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers. They also make visits to ensure training providers continue to meet the approval criteria.

Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

- 2.1. Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

- 4.1 Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 Qualified to make assessment decisions:
This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.
- 4.4 Qualified to make quality assurance decisions:
Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.
- 4.5 Expert witness:
An expert witness must:
- have a working knowledge of the QCF units on which their expertise is based
 - be occupationally competent in their area of expertise
 - have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

LEVEL 3 DIPLOMA IN HEALTH AND SOCIAL CARE (ADULTS) FOR ENGLAND

SAMPLE QUESTIONS

The following shows the instructions as they will appear to candidates on an actual paper.

You need:

- this test paper;
- an answer sheet;
- an HB pencil;
- an eraser.

You may NOT use a dictionary.

Do NOT open this paper until you are told to do so by the invigilator.

Try to answer ALL the questions.

Instructions

- Make sure your personal details are entered correctly on the candidate answer sheet.
- Read each question carefully and choose the correct answer – A, B, C or D.
- Enter your answers on the candidate answer sheet using an HB pencil.
- Make sure you only mark **one** answer for each question and that you completely fill the circle.
- If you make a mistake, make sure you erase it completely.
- Only complete as many answers as there are questions.
- At the end of the test hand the question paper, your answer sheet and all notes to the invigilator.

- 1 Mediation is the process during which
- A a person meets to discuss and plan care needs
 - B a person deals with the spoken word or signed language
 - C a person sees a client in a private and confidential setting to explore a difficulty the client is having
 - D a neutral third person works towards finding a mutually acceptable agreement in situations where there is disagreement
- 2 When reviewing a risk assessment for a person with a disability the person should
- A ask a carer's view
 - B always be involved
 - C carry out the whole process
 - D be given a copy of the risk assessment
- 3 Schizophrenia is a
- A mood disorder
 - B eating disorder
 - C psychotic disorder
 - D cognitive disorder
- 4 One of the features of the 'triad of impairments' is
- A limited physical agility
 - B a weakness in numeracy
 - C limited organisational skills
 - D impairment of social relationships
- 5 The White Paper 'our health, our care, our say' requires authorities to adopt a new strategic commissioning role and to plan for the needs of the whole community; this includes
- A under 5s
 - B practitioners
 - C part time carers
 - D people who fund their own care

LEVEL 3 DIPLOMA IN HEALTH AND SOCIAL CARE (ADULTS) FOR ENGLAND

SAMPLE UNIT – MARK SCHEME

Question	Key
1	D
2	B
3	C
4	D
5	D

EDI Level 3 Diploma in Health and Social Care (Adults) for England

Aims

The EDI Level 3 Diploma in Health and Social Care (Adults) for England has been developed to guide and assess learners' knowledge, understanding and skills relating to the Health and Social Care workforce.

This qualification confirms competence in these areas where appropriate and serves as the required qualification for registration and regulatory requirements in the social care sector in England. It is relevant to job roles such as:

- Senior care assistants/support workers/key workers in residential settings
- Senior healthcare assistants/support workers in community and primary care environments
- Senior healthcare assistants/support workers in acute health environments
- Senior care assistant/support workers/key workers in domiciliary services
- Senior care assistants/support workers/key workers in day services
- Senior support workers in supported living projects
- Community-based senior care assistants/support workers/key workers, including those working in specialist areas, e.g. dementia, learning disabilities
- Personal assistants employed directly by the individual they support or their families
- Emerging new types of workers and multidisciplinary health roles crossing traditional service barriers and delivery models

Credit

The Level 3 Diploma in Health and Social Care (Adults) for England has a credit value of 58.

Progression

It is anticipated that learners will progress on to one of the following:

- Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Residential Management) for England
- Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Management) for England
- Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Advance Practice) for England
- Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Management) for England
- Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Residential Management) for England

Previous learning requirements

There are no formal entry requirements; this qualification is open to all learners who are preparing to work, or who already work, in Health and Social Care.

Guided learning hours

We recommend that 319 - 395 guided learning hours (GLHs) provide a suitable course length for an 'average' learner at this level.

Guided learning hours include direct contact hours, as well as other time when candidates are completing work that has been agreed with teachers or training providers. It is the responsibility of training centres to decide the appropriate course duration, based on their candidates' ability and level of existing knowledge. It is possible, therefore, that the number of GLHs can vary significantly from one training centre to another according to candidates' needs.

Learners with particular requirements

We recognise that some learners will have particular requirements. EDI's policy for candidates with particular requirements is stated in the *EDI Guide for Centres*, which is available via www.ediplc.com or by contacting the Enquiries team.

Centre Approval

You, the provider, must be approved to offer this qualification. To gain centre approval, please contact Enquiries on 08707 202909 between the hours of 0830 and 1700 Monday to Friday or by email on enquiries@ediplc.com

Further information

Information about EDI qualifications, assessments or other issues can be found on the EDI website www.ediplc.com or by telephoning the EDI Enquiries team on 08707 202 909.

Rules of Combination

To achieve the full Level 3 Diploma in Health and Social Care (Adults) for England, learners must achieve a minimum of 58 credits. To do this they must achieve:

- 28 credits from the mandatory units in Group A
- 30 credits from the optional units in Group B and/or Group C – a minimum of 2 credits and a maximum of 7 credits must be achieved from Group B, a minimum of 23 credits must be achieved from Group C
- Learners can claim an endorsed pathway (**Dementia**) if their achievement includes **CT242** plus **one** of the following units: **CU1681**, **CU1682**, or **CU1683**
- Learners can claim an endorsed pathway (**Adults with Learning Disabilities**) if their achievement includes **CT263** plus **one** of the following units: **CU1689** or **CU2707**

Group A: Mandatory Units

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CU1530	Promote Communication in Health Social Care or Children's and Young People's Settings	3	3	10	Portfolio
CU1531	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3	10	Portfolio
CU1532	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	3	2	8	Portfolio
CT236	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	3	1	5	EDI set multiple choice test
CT298	Principles of Safeguarding and Protection in Health and Social Care	2	3	26	EDI set multiple choice test
CU2546	The Role of the Health and Social Care Worker	2	2	14	Portfolio
CU2666	Promote Person Centred Approaches in Health and Social Care	3	6	41	Portfolio
CU2667	Promote and Implement Health and Safety in Health and Social Care	3	6	43	Portfolio
CU2479	Promote Good Practice in Handling Information in Health and Social Care Settings	3	2	16	Portfolio

Group B: Optional Units

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CT249	Level 3 Purpose and Principles of Independent Advocacy	3	4	25	EDI set multiple choice test
CT250	Understanding Mental Well-Being and Mental Health Promotion	3	3	14	EDI set multiple choice test
CT261	Understand Mental Health Problems	3	3	14	EDI set multiple choice test
CT242	Understand the Process and Experience of Dementia	3	3	22	EDI set multiple choice test
CT243	Understand the Administration of Medication to Individuals with Dementia Using a Person Centred Approach	3	2	15	EDI set multiple choice test
CT244	Understand the Role of Communication and Interactions with Individuals Who Have Dementia	3	3	26	EDI set multiple choice test
CT245	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion	3	3	23	EDI set multiple choice test
CT274	Understand Theories of Relationships and Social Networks	4	3	29	EDI set multiple choice test
CT262	Introduction to Personalisation in Social Care	3	3	22	EDI set multiple choice test
CU311	The Principles of Infection Prevention and Control	2	3	30	Portfolio
CU254	Causes and Spread of Infection	2	2	20	Portfolio
CU255	Cleaning, Decontamination and Waste Management	2	2	20	Portfolio
CT263	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35	EDI set multiple choice test
CT268	Principles of Supporting an Individual to Maintain Personal Hygiene	2	1	10	EDI set multiple choice test
CT275	Understand Positive Risk Taking for Individuals with Disabilities	3	3	25	EDI set multiple choice test

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CT273	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	21	EDI set multiple choice test
CT276	Understand How to Support Individuals with Autistic Spectrum Conditions	3	3	28	EDI set multiple choice test
CT270	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood	3	3	30	EDI set multiple choice test
CT271	Principles of Self-Directed Support	3	3	26	EDI set multiple choice test
CT277	Understand Physical Disability	3	3	22	EDI set multiple choice test
CT278	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28	EDI set multiple choice test
CT279	Understand Sensory Loss	3	3	21	EDI set multiple choice test
CT252	Understand Models of Disability	3	3	26	EDI set multiple choice test

Group C: Optional Units

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CU2668	Providing Independent Advocacy Support	3	6	25	Portfolio
CU2669	Maintaining the Independent Advocacy Relationship	3	6	25	Portfolio
CU2670	Responding to the Advocacy Needs of Different Groups of People	3	6	25	Portfolio
CU2671	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24	Portfolio
CU2672	Support Individuals who are Substance Users	3	7	42	Portfolio
CU2673	Identify and Act Upon Immediate Risk of Danger to Substance Misusers	3	4	24	Portfolio
CU2674	Provide Services to Those Affected by Someone Else's Substance Use	3	4	24	Portfolio
CU2675	Increase Awareness about Drugs, Alcohol or Other Substances with Individuals and Groups	3	7	42	Portfolio
CU2676	Test for Substance Use	3	5	30	Portfolio
CU2677	Carry Out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	3	5	30	Portfolio
CU2678	Carry Out Comprehensive Substance Misuse Assessment	3	5	30	Portfolio
CU2679	Assist with the Transfer of Individuals who Misuse Substances Between Agencies and Services	3	1	6	Portfolio
CU2680	Support Individuals through Detoxification Programmes	3	3	18	Portfolio
CU2681	Develop and Sustain Effective Working Relationships with Staff in Other Agencies	3	4	24	Portfolio
CU2624	Administer Medication to Individuals, and Monitor the Effects	3	5	30	Portfolio
CU2682	Supply and Exchange Injecting Equipment for Individuals	3	3	18	Portfolio
CU1088/ CT1088	Emergency First Aid Skills	2	1	10	Portfolio/ EDI set multiple choice test

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CU1672	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3	26	Portfolio
CU1681	Enable Rights and Choices of Individuals with Dementia whilst Minimising Risks	3	4	26	Portfolio
CU1682	Understand and Enable Interaction and Communication with Individuals who have Dementia	3	4	30	Portfolio
CU1683	Equality, Diversity and Inclusion in Dementia Care Practice	3	4	31	Portfolio
CU2626	Provide Support to Manage Pain and Discomfort	2	2	15	Portfolio
CU2640	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14	Portfolio
CU2641	Undertake Agreed Pressure Area Care	2	4	30	Portfolio
CU2645	Move and Position Individuals in Accordance with their Plan of Care	2	4	26	Portfolio
CU2683	Contribute to Raising Awareness of Health Issues	3	4	26	Portfolio
CU1684	Provide Support to Continue Recommended Therapies	3	3	20	Portfolio
CU2684	Provide Support to Maintain and Develop Skills for Everyday Life	3	4	28	Portfolio
CU2685	Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	3	5	35	Portfolio
CU2686	Support the Development of Community Partnerships	4	5	33	Portfolio
CU1685	Implement Therapeutic Group Activities	3	4	25	Portfolio
CU2687	Support Individuals to Develop and Run Support Groups	3	3	24	Portfolio
CU2688	Prepare to Support Individuals Within a Shared Lives Arrangement	3	4	31	Portfolio
CU2689	Support Individuals to Access and Use Services and Facilities	3	4	25	Portfolio
CU2690	Provide Support for Individuals Within a Shared Lives Arrangement	3	5	35	Portfolio
CU2648	Support Individuals in their Relationships	3	4	27	Portfolio

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CU1676	Facilitate Person Centred Assessment, Planning, Implementation and Review	3	6	45	Portfolio
CU2649	Support Individuals to Live at Home	3	4	25	Portfolio
CU2691	Support Individuals to Manage Their Finances	3	3	20	Portfolio
CU2692	Support Individuals to Access and Manage Direct Payments	4	6	40	Portfolio
CU2693	Support Individuals to Access Housing and Accommodation Services	3	4	24	Portfolio
CU2694	Support Individuals to Deal with Personal Relationship Problems	3	4	26	Portfolio
CU2650	Support Individuals with Specific Communication Needs	3	5	35	Portfolio
CU2695	Support Individuals During a Period of Change	3	4	29	Portfolio
CU2696	Support Individuals to Prepare For and Settle In To New Home Environments	3	3	23	Portfolio
CU1686	Support Individuals who are Bereaved	3	4	30	Portfolio
CU2651	Work in Partnership with Families to Support Individuals	3	4	27	Portfolio
CU1571	Promote Positive Behaviour	3	6	44	Portfolio
CU1572	Support Use of Medication in Social Care Settings	3	5	40	Portfolio
CU1677	Support Individuals at the End of Life	3	7	53	Portfolio
CU2652	Prepare Environments and Resources for Use during Healthcare Activities	2	3	20	Portfolio
CU2653	Prepare For and Carry Out Extended Feeding Techniques	3	4	27	Portfolio
CU2697	Undertake Tissue Viability Risk Assessments	3	3	26	Portfolio
CU2698	Undertake Physiological Measurements	3	3	23	Portfolio
CU2699	Obtain Venous Blood Samples	3	3	24	Portfolio
CU2700	Undertake Urethral Catheterisation Processes	3	4	28	Portfolio

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CU2701	Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions	4	5	35	Portfolio
CU2702	Support Families in Maintaining Relationships in Their Wider Social Structures	3	4	33	Portfolio
CU2703	Work with Families, Carers and Individuals During Times of Crisis	4	5	35	Portfolio
CU2704	Enable Individuals with Behavioural Difficulties to Develop Strategies to Change Their Behaviour	3	8	41	Portfolio
CU2705	Help Individuals Address Their Substance Use Through an Action Plan	3	4	28	Portfolio
CU1687	Interact with and Support Individuals using Telecommunications	3	5	36	Portfolio
CU2706	Implement the Positive Behavioural Support Model	4	8	61	Portfolio
CU1688	Support Positive Risk Taking for Individuals	3	4	32	Portfolio
CU2655	Support Individuals to Maintain Personal Hygiene	2	2	17	Portfolio
CU1689	Support Person-Centred Thinking and Planning	3	5	41	Portfolio
CU2707	Promote Active Support	3	5	36	Portfolio
CU2708	Support Individuals with a Learning Disability to Access Healthcare	3	3	25	Portfolio
CU2663	Support Young People with a Disability to Make the Transition into Adulthood	3	5	40	Portfolio
CU2664	Support Parents with Disabilities	3	6	43	Portfolio
CU2665	Support Individuals with Self-Directed Support	3	5	35	Portfolio
CU2709	Work with Other Professionals and Agencies to Support Individuals with Physical Disability	3	3	23	Portfolio
CU2710	Support Families who are Affected by Acquired Brain Injury	3	3	30	Portfolio
CU2711	Support Families who have a Child with a Disability	3	3	23	Portfolio
CU2712	Promote Effective Communication with Individuals with Sensory Loss	3	4	30	Portfolio

Unit Code	Unit Title	Level	Credit	GLH	Method of Assessment
CU2713	Support Individuals with Multiple Conditions and/or Disabilities	3	4	31	Portfolio
CU1690	Support Individuals in the Use of Assistive Technology	4	4	32	Portfolio
CU2714	Support the Assessment of Individuals with Sensory Loss	3	3	22	Portfolio
CU2715	Support the Promotion of Awareness of Sensory Loss	3	3	23	Portfolio
CU2716	Support Individuals to Access Education, Training or Employment	4	4	31	Portfolio
CU2717	Enable Individuals to Negotiate Environments	3	5	34	Portfolio

All units for this qualification can be downloaded from the EDI website. This enables centres to download the appropriate units for each learner. A disk can also be obtained on registration which also contains all of the Level 2/3 units.

This Support Pack includes the four units which are mandatory units in the suite of Level 3 Health and Social Care qualifications. Tutors will find additional information for the units on the website which provides scope and range for some of the assessment criteria. The highlighted words in the units will be expanded/explained in the tutor guidance.

Assessment methods

Units CT236, CT242, CT243, CT244, CT245, CT249, CT250, CT252, CT261, CT262, CT263, CT268, CT270, CT271, CT273, CT274, CT275, CT276, CT277, CT278, CT279 and CT298 are assessed through EDI set and marked multiple choice tests.

'Emergency First Aid Skills' is assessed through an EDI set and marked multiple choice test, and through a portfolio of evidence.

The remaining units are assessed through a portfolio of evidence.

Barred Combinations

The following barred combinations apply:

CU2624 with CU1572

CU2669 with CU2668 and CU2670

CU1571 with CU2706

CU1683 with CT245

CT244 with CU1682

CU1688 with CT275

CT268 with CU2655

CU1530 Promote Communication In Health, Social Care Or Children's and Young People's Settings

Aims

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

Credit 3

Level 3

Learning outcomes	Assessment criteria
<p>The learner will:</p> <p>1. Understand why effective communication is important in the work setting</p>	<p>The learner can:</p> <p>1.1 Identify the different reasons people communicate</p> <p>1.2 Explain how communication affects relationships in the work setting</p>
<p>2. Be able to meet the communication and language needs, wishes and preferences of individuals</p>	<p>2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals</p> <p>2.2 Describe the factors to consider when promoting effective communication</p> <p>2.3 Demonstrate a range of communication methods and styles to meet individual needs</p> <p>2.4 Demonstrate how to respond to an individual's reactions when communicating</p>
<p>3. Be able to overcome barriers to communication</p>	<p>3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways</p> <p>3.2 Identify barriers to effective communication</p> <p>3.3 Demonstrate ways to overcome barriers to communication</p> <p>3.4 Demonstrate strategies that can be used to clarify misunderstandings</p> <p>3.5 Explain how to access extra support or services to enable individuals to communicate effectively</p>

<p>4. Be able to apply principles and practices relating to confidentiality</p>	<p>4.1 Explain the meaning of the term confidentiality</p> <p>4.2 Demonstrate ways to maintain confidentiality in day to day communication</p> <p>4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns</p>
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Assessment Requirements

This unit must be assessed in accordance with the health and social care assessment strategy.

Additional Information

Communication methods include:

- non-verbal communication
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
- verbal communication
 - vocabulary
 - linguistic tone
 - pitch

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

CU1531 Engage in Personal Development In Health, Social Care Or Children's and Young People's Setting

Aims

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

Credit 3

Level 3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role 1.2 Explain expectations about own work role as expressed in relevant standards
2. Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided 2.2 Demonstrate the ability to reflect on practice 2.3 Describe how own values, belief systems and experiences may affect working practice
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards 3.2 Demonstrate use of feedback to evaluate own performance and inform development

<p>4. Be able to agree a personal development plan</p>	<p>4.1 Identify sources of support for planning and reviewing own development</p> <p>4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities</p> <p>4.3 Demonstrate how to work with others to agree own personal development plan</p>
<p>5. Be able to use learning opportunities and reflective practice to contribute to personal development</p>	<p>5.1 Evaluate how learning activities have affected practice</p> <p>5.2 Demonstrate how reflective practice has led to improved ways of working</p> <p>5.3 Show how to record progress in relation to personal development</p>

Assessment Requirements

This unit must be assessed in accordance with the health and social care assessment strategy.

Additional Information

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Others may include:

- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

CU1532 Promote Equality and Inclusion In Health, Social Care Or Children's and Young People's Settings

Aims

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

Credit 2

Level 3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by <ul style="list-style-type: none"> ▪ Diversity ▪ Equality ▪ Inclusion 1.2 Describe the potential effects of discrimination 1.3 Explain how inclusive practice promotes equality and supports diversity
2. Be able to work in an inclusive way	2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
3. Be able to promote diversity, equality and inclusion	3.1 Demonstrate actions that model inclusive practice 3.2 Demonstrate how to support others to promote equality and rights 3.3 Describe how to challenge discrimination in a way that promotes change

Assessment Requirements

This unit must be assessed in accordance with the health and social care assessment strategy.

Additional Information

Effects may include effects on:

- The individual
- Families or friends of the individual
- Those who inflict discrimination
- Wider society

CT236 Principles For Implementing Duty Of Care In Health, Social Care Or Children's and Young People's Setting

Aims

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Credit 1

Level 3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role 1.2 Explain how duty of care contributes to the safeguarding or protection of individuals
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care 2.3 Explain where to get additional support and advice about conflicts and dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Explain the main points of agreed procedures for handling complaints

Assessment Requirements

This unit must be assessed in accordance with the health and social care assessment strategy.

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