

DRAFT

Care Council For Wales

Qualifying the Sensory Impairment Workforce

Draft Functional analysis- a consultation document

Draft for Discussion

February 2007

“Our vision is that by 2020 we will have a highly skilled, valued and accountable workforce drawn from all sections of the community. This trained and trusted workforce will work within the ‘social model of care’ (explained in greater detail in the Options for Excellence report), looking at individuals in their personal, family and community context, and providing imaginative and innovative services. Alongside carers, volunteers and workers from a range of other services, the workforce will make a positive difference, contributing to people’s health, happiness and well-being.”

20 October 2006 - “Options for Excellence - Building the Social Care Workforce of the Future.”

Contents

Introduction	4
How the functional analysis was constructed	4
Identification of job roles	6
The description of service user groups	7
Findings	7
Progression	7
Draft functional analysis	8
Appendix A – Training and qualifications for those working with individuals with sensory impairment	21
Appendix B – Quick reference mapping job roles to functional roles	41
Appendix C – Health and social care NOS – levels 2,3,4	45

Introduction

Identification of the job roles involved in supporting individuals working with sensory impairments

This report centres its concentration in reconciling all of the existing processes and outcomes from previous scoping work that was undertaken to inform the development of a comprehensive qualifications framework for those who work with individuals with a sensory impairment in England, Scotland, Wales and Northern Ireland.

The work will present a refined draft functional analysis that defines:-

- an initial overall key purpose statement;
- key functional areas;
- key roles emerging from major functional areas; and
- top level mapping to existing H&SC National Occupational Standards (NOS)

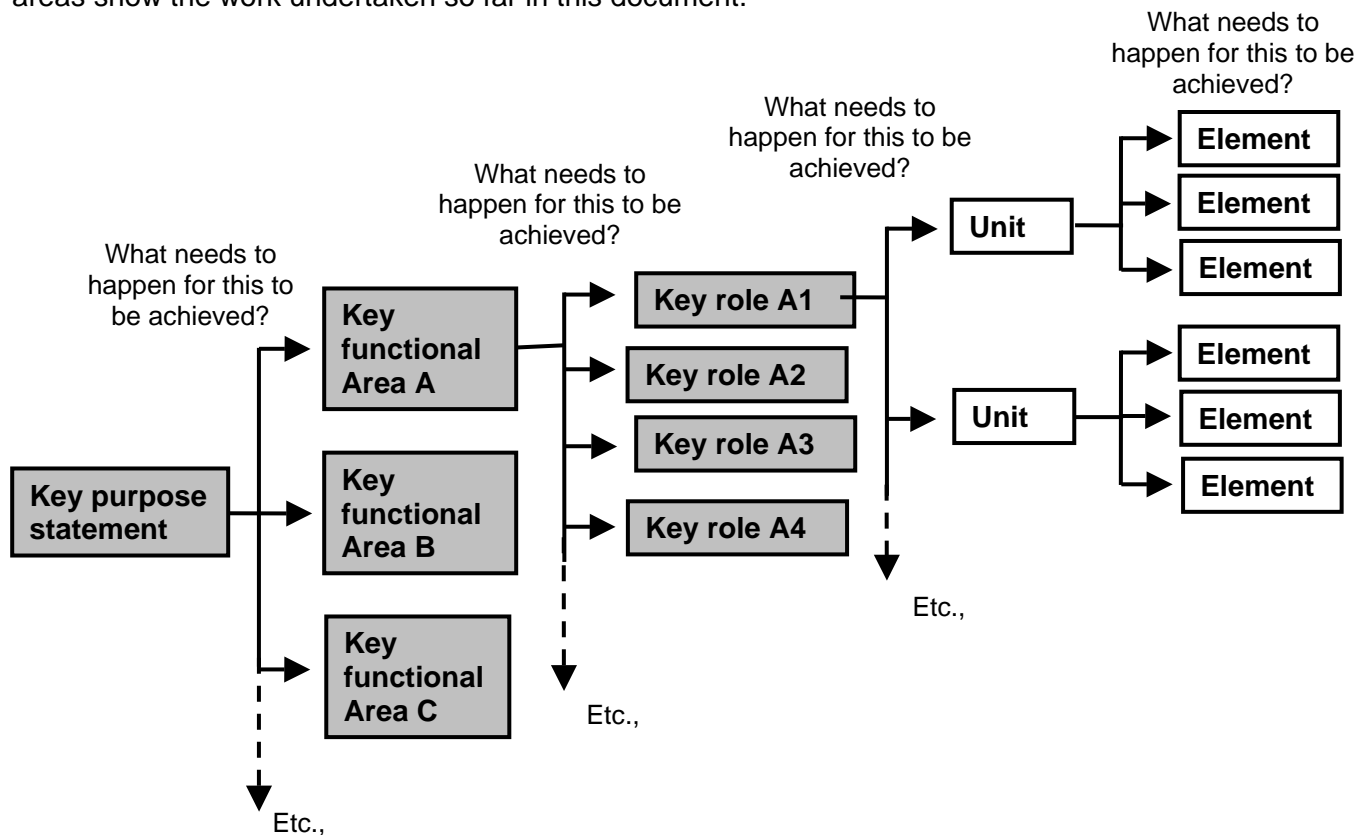
The draft framework will undergo a full consultation process. It must be seen in the context of a beginning point to the development of a generic qualification framework for the future that takes account of all future developments within the services areas of sensory impairment. This stage allows for discussion and development.

How the functional analysis was constructed

Functional analysis is the start of a process by which all of the functions carried out by the people who will work with individuals with sensory impairment are identified. It covers all workers in all settings. At the end of this functional analysis process we will move on to identify generic unit and element titles. This should not cause concern at this stage, as the specialist links will emerge from the development of the standards, where performance, scope and knowledge will be specific to the specialist area of work. When all the performance criteria and knowledge are added, these will form the National Occupational Standards. Figure 1 below illustrates this process.

Figure 1 The functional analysis process

This is the first stage in the development and review of any NOS and NVQ/SVQ. The grey shaded areas show the work undertaken so far in this document. *



This map process diagram was developed as part of the initial scoping work by LMG Associates Ltd (25.10.06)

Identification of job roles

The job roles for staff in the statutory, private, voluntary and independent sectors identified from research studies, government reports and consultations.

- Managers
- Team Leader
- Asst. Team Leader
- Social Worker
- Sr. Practitioner
- Support Worker
- Development Worker
- Language Aide
- Sign Language Interpreter
- Technician
- Senior Rehab. Worker
- Rehabilitation Worker
- Rehabilitation Assistant (possibly undertaking some aspects of assessment)
- Mobility Officer
- Communication guide
- Education and transition workers
- Intervener
- Hearing Therapist
- Speech and language therapists – (those working with assistive technology)
- Eye clinic liaison officers
- Education transition workers
- Other
- Combined job category
- Generic worker

The description of service user groups served by this range of workers fall within the following four categories for the purpose of this functional analysis:

- a degree of deafness from mild to profound;
- a visual impairment ranging from low vision to blindness;
- a dual sensory impairment, also defined as deaf blind, which can differ in extent and nature in terms of both impairment; and
- a single or dual sensory impairment together with other impairments and /or disabilities. (Adults with acquired impairments and /or adults with congenital acquired and linked to learning disabilities).

Findings

The framework has identified twelve critical functional areas required for any work with individuals with sensory impairment. The consultation process will identify any further gaps in the functions. The critical functions are top level functions and we find that most functions can be placed within the twelve listed.

The critical functions have been broken down into a number of key roles relevant for working with individuals with sensory impairment. Consultation will comment on the full relevance of the key roles listed, the length of the statements etc.

The links to existing NOS are made clear in the boxes alongside the key roles. We immediately find that at a top level, there are links to the Health and Social Care National Occupations standards units not only in Adults and Children awards, but also in workforce development NOS at levels 4 & 5. Although all are not mapped at this stage, consultation groups will see a clear link at levels 2,3 and 4. There are discontinued NOS that did make better connections to some aspects of the framework and these have not been mapped.

Progression and Transferability

The framework as it stands is a starting point to the process of development of a qualifications framework for those working with individuals with sensory impairment. It has the potential to form a progression pathway for all workers if routes are clearly defined. There are many training initiatives, certified courses available to workers, and these can be all linked to provide a progression pathway from vocational awards on to degree level via an ⁽ⁱ⁾ APL, APEL, APCL process.

The existence of a nationally agreed framework will also help create better transferability of workers into sensory impairment and out into other related areas. This will do much to enhance the image of this area as rich in career enhancing possibilities.

(i). APL-accreditation of prior learning

APEL- accreditation of prior education and learning

APCL- accreditation of prior certificated learning

Draft Functional analysis

Key purpose and key functional areas

The **key purpose** for staff who work with people with sensory impairments is:

To enable individuals¹ with sensory impairment² to regain and maintain their independence by adapting existing skills and developing new ones in order to lead a lifestyle based on personal choice

¹ Individuals includes people (covering adult and children and young people) using social care and health services.

² Sensory Impairment is used to cover those individuals who have;

- A degree of deafness from mild to profound;
- A visual impairment ranging from low vision to blindness;
- A dual sensory impairment, also defined as “deafblind”, which can differ in extent and nature in terms of both impairment;
- A single or dual sensory impairment together with other impairments and/or disabilities.

Group A: Identify and take action where impairment is indicated to enable the development of the skills required to meet individuals’ needs, abilities and aspirations.

Group B: Assess and plan to meet the needs, wishes and aspirations and to promote the independence of individuals with sensory impairment.

Group C: Plan, manage services and practice that value, respect and promote independence of individuals with sensory impairment.

Group D: Provide, negotiate access to and evaluate services to ensure the individual needs and aspirations of individuals with sensory impairment are met.

Group E: Enable individuals with sensory impairment to communicate independently, through interpreters, other Language Service Professionals and facilitators using assistive technology.

Group F: Assist individuals with sensory impairment to access information that will promote their independence and support their needs, inspirations and preferences.

Group G: Assist individuals with sensory impairment to access and use advocates and advocacy services.

Group H: Promote the social, emotional and physical well being of individuals with sensory impairment.

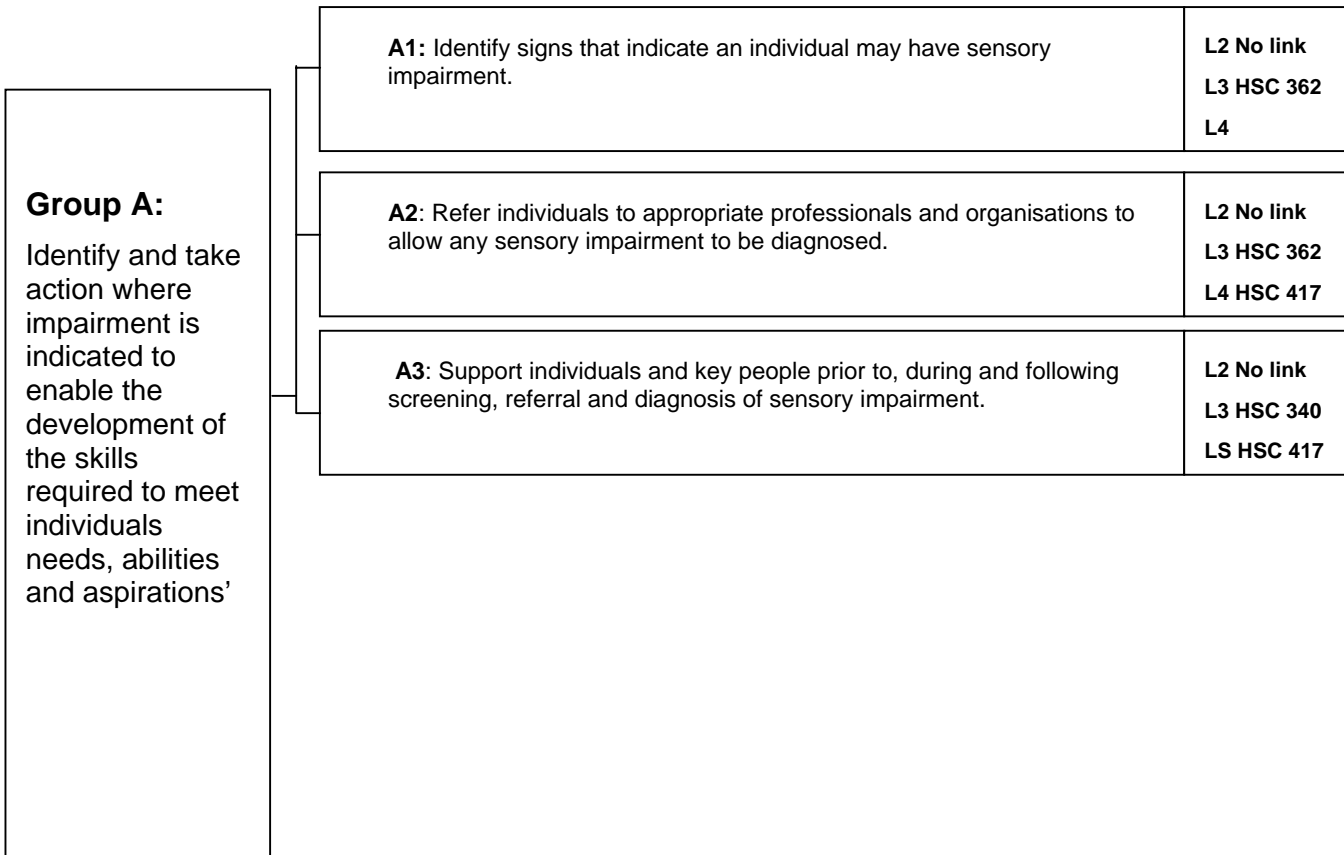
Group I: Promote the social, educational and independence needs of people with sensory impairment.

Group J: Support individuals with sensory impairment with home, daily living, mobility, special and environmental skills and awareness.

Group K: Raise awareness of the needs and aspirations of individuals with sensory impairment.

Group L: Manage, reflect upon and develop your own practice to enable the independence of individuals with sensory impairment to be promoted.

Key functional Area A and its key roles



Key functional Area B and its key roles

<p>Group B: Assess and plan to meet the needs, wishes and aspirations and to promote the independence of individuals with sensory impairment</p>	<p>B1: Work with individuals with sensory impairment, key people and others to identify and assess the holistic needs and preferences of the individuals with sensory impairments.</p>	<p>L2 No link L3 HSC3100 L4 HSC 414</p>
	<p>B2: Work with individuals with sensory impairment, key people and others to identify, assess and manage risks associated with the needs and preferences of the individuals with sensory impairments, ensuring adequate protection is provided.</p>	<p>L2 HSC 240 L3 HSC 35 L4 HSC 430</p>
	<p>B3: Work with individuals with sensory impairment, key people and others to develop and agree plans to meet the needs, aspirations and preferences of individuals with sensory impairment.</p>	<p>L2 No link L3 HSC 3100 L4 HSC 416</p>
	<p>B4: Enable individuals with sensory impairment to access planned services and facilities, ensuring full and meaningful consultation with individuals and key people about the services they wish to access and those that are being provided.</p>	<p>L2 No link L3 HSC 344 L4 HSC 416</p>
	<p>B5: Work with individuals with sensory impairment and key people to assess the individual with sensory impairment's needs and preferences in relation to orientation and mobility, independent daily living, home management, use of residual senses¹, use of different sensory modes, and spatial and environmental awareness and skills.</p>	<p>L2 No link L3 HSC 344 L4 HSC 414</p>
	<p>B6: Work with individuals with sensory impairment and key people to develop plans and programmes in relation to orientation and mobility, independent daily living, home management, use of residual senses, use of different sensory modes, and spatial and environmental awareness and skills.</p>	<p>L2 No link L3 HSC3100 L4 HSC 415</p>
	<p>B7: Work with individuals with sensory impairment to assess their needs for technological and other aids and equipment.</p>	<p>L2 No link L3 HSC 370 L4 No link</p>

¹ i.e. residual vision and/or hearing

Key functional Area C and its key roles

<p>Group C: Plan, manage services and practice that value, respect and promote independence of individuals with sensory impairment</p>	<p>C1: Ensure the rights of individuals with sensory impairment are met and that individuals with sensory impairment are valued, respected and treated with dignity at all times.</p>	<p>L2 HSC 24 L3 HSC3116 L4 HSC 45</p>
	<p>C2: Ensure the adequate protection of individuals with sensory impairment also ensuring those individuals with sensory impairment who have been harmed and abused have access to appropriate support and services.</p>	<p>L2 HSC 240 L3 HSC 335 L4 HSC 430</p>
	<p>C3: Ensure ethical and quality services, business practices and performance are provided to meet the assessed needs and preferences of individuals with sensory impairment by developing policies, procedures and systems to deliver ethical, quality, safe and effective services and practice.</p>	<p>L2 No link L3 HSC 35 L4 HSC 436</p>
	<p>C4: Access and use information about potential funding to support individuals with sensory impairment.</p>	<p>L2 No link L3 HSC 345</p>
	<p>C5: Provide appropriate leadership and management to ensure the effective recruitment and selection, training and development, supervision and competence of staff¹ for whom you have responsibility, to enable them to effectively meet the needs of individuals with sensory impairment.</p>	<p>L2 No link L3 No link L4 HSC 444</p>
	<p>C6: Assess, monitor and manage risks to staff, individuals with sensory impairment and key people.</p>	<p>L2 HSC 240 L3 HSC 32 L4 HSC 42</p>
	<p>C7: Provide information, training and resources to enable individuals with sensory impairment and key people to be fully and meaningfully consulted about the services they wish to access and those that are being provided, in a way that fairly, equitably and objectively identifies and assesses their needs and preferences.</p>	<p>L2 No link L3 HSC 348 L4 HSC 421</p>
	<p>C8: Ensure that the needs and preferences of individuals with sensory impairment in relation to orientation and mobility, independent daily living, home management, use of residual senses, use of different sensory modes, and spatial and environmental awareness and skills are assessed by an appropriately qualified person and that resulting plans and programmes are developed, implemented and reviewed.</p>	<p>L2 HSC 27 L3 HSC 3100 L4 HSC 414</p>
	<p>C9: Ensure individuals with sensory impairment have access to services, resources and facilities contained within plans and programmes and that these are reviewed, updated and evaluated with individuals with sensory impairment, key people, staff and others.</p>	<p>L2 HSC 211 L3 HSC3100 L4 HSC 416</p>
	<p>C10: Provide information, training and resources and set up effective procedures to enable staff, individuals with sensory impairment, key people and others to complain, challenge anti-discriminatory information, practice, procedures and systems, deal with conflicts and disputes fairly, openly and equitably.</p>	<p>L2 No link L3 No link L4 No link</p>

¹ Staff includes people who are paid and people who are unpaid

Key functional Area D and its key roles

Group D: Provide, negotiate access to and evaluate services to ensure the individual needs and aspirations of individuals with sensory impairment are met	D1: Implement policies, procedures and systems to deliver ethical, safe and effective services and practice to meet the needs of individuals with sensory impairment.	L2 HSC 24 L3 HSC 35 L4 HSC 45
	D2: Support the delivery of ethical, safe and effective services and practice to meet the needs of individuals with sensory impairment.	L2 HSC 24 L3 HSC35 L4 HSC 436
	D3: Work with individuals with sensory impairment, key people and others to identify unmet needs and any associated risks.	L2 HSC 24 L3 HSC 328 L4 HSC 414
	D4: Monitor and manage risks with individuals with sensory impairment, key people and others.	L2 HSC 240 L3 HSC 35 L4 HSC 450
	D5: Intervene when planned services are not being provided effectively and when new needs arise.	L2 No link L3 No link L4 HSC 416
	D6: Work with individuals with sensory impairment, key people and others to review and update plans as required by the organisation and more frequently if new needs are highlighted.	L2 HSC 25 L3 HSC 328 L4 HSC 416
	D7: Work with individuals with sensory impairment and key people to develop and review plans and programmes in relation to orientation and mobility, independent daily living, home management, use of residual senses, use of different sensory modes, and spatial and environmental awareness and skills, taking account of the needs, aspirations and preferences of the individuals with sensory impairment.	L2 HSC 25 L3 HSC 328 L4 HSC 416

Key functional Area E and its key roles

<p>Group E: Enable individuals with sensory impairment to communicate independently, through interpreters, other Language Service Professionals and facilitators using assistive technology</p>	<p>E1: Ensure the rights of individuals with sensory impairment, regarding their language and communication needs and preferences, are adhered to.</p>	<p>L2 HSC 21 L3 HSC 369 L4 HSC 41</p>
	<p>E2: Develop appropriate language, and/or communication language, communication modes and techniques with individuals with sensory impairment, developing and adapting communication aids of all types to meet their specific needs.</p>	<p>L2 HSC 21 L3 HSC 369 L4 HSC 41</p>
	<p>E3: Develop and implement programmes to enable individuals with sensory impairment to communicate independently; through interpreters, other Language Service Professionals and facilitators using different aids to communication.</p>	<p>L2 HSC 21 L3 HSC 371 L4 No link</p>
	<p>E4: Identify services, organisations, funding and people that can support the communication needs of individuals with sensory impairment and provide professional interpretation and translation services for them, to ensure that effective note taking occurs and that individuals with sensory impairment are communicated with through appropriate communication techniques and tactics that can support their needs and preference.</p>	<p>L2 HSC 21 L3 HSC 371 L4 No link</p>
	<p>E5: Work with individuals with sensory impairment, key people and others to assess and identify the communication needs of individuals with sensory impairment so as to be able to identify access and work with interpreters, other Language Service Professionals and facilitators to communicate with and to enable individuals with sensory impairment to communicate.</p>	<p>L2 HSC 21 L3 HSC 371 L4 No link</p>
	<p>E6: Identify, access, set up, use and evaluate technological equipment and support individuals with sensory impairment and key people to set up and use the equipment to support the communication needs of the individual with sensory impairment.</p>	<p>L2 HSC 243 L3 HSC 370 L4 No link</p>
	<p>E7: Support individuals with sensory impairment, key people and others to communicate effectively so as to ensure correct positioning, picking up of clues and turn taking within social interactions.</p>	<p>L2 HSC 21 L3 HSC 369 L4 HSC 41</p>
	<p>E8: Challenge and support individuals with sensory impairment and key people to challenge barriers to communication for individuals with sensory impairment.</p>	<p>L2 HSC 21 L3 No link L4 No link</p>
	<p>E9: Support the social and emotional needs of individuals with sensory impairment who have difficulty in communicating and support key people and others to understand and deal with those feelings and behaviour.</p>	<p>L2 HSC 226 L3 HSC 332 L4 No link</p>

Key functional Area F and its key roles

<p>Group F: Assist individuals with sensory impairment to access information that will promote their independence and support their needs, inspirations and preferences</p>	<p>F1: Identify and review information sources to ensure that it can promote the independence and meet the needs and preferences of individuals with sensory impairment</p>	<p>L2 HSC 26 L3 No link L4 No link</p>
	<p>F2: Work with individuals with sensory impairment to access information to support their needs and preferences and promote their independence and to identify appropriate formats that best meet their needs and preferences.</p>	<p>L2 HSC 26 L3 No link L4 No link</p>
	<p>F3: Provide information for individuals with sensory impairment and key people in formats that best meet their needs and preferences and provide reinforcement to enable individuals with sensory impairment to understand and prioritise information.</p>	<p>L2 HSC 26 L3 No link L4 HSC 438</p>
	<p>F4: Challenge and support individuals with sensory impairment and key people to challenge information that creates barriers to access, understanding, and use for individuals with sensory impairment.</p>	<p>L2 HSC 26 L3 No link L4 No link</p>
	<p>F5: Support individual with sensory impairment to access and understand information necessary for their educational and developmental needs and information that can meet their social, emotional, physical and sexual needs.</p>	<p>L2 HSC 26 L3 No link L4 No link</p>
	<p>F6: Support the social and emotional needs of individuals with sensory impairment who have difficulty accessing, understanding and using information that would help meet their needs and preferences and support them to deal with their feelings, frustrations and behaviour.</p>	<p>L2 HSC 226 L3 332 L4 No link</p>
	<p>F7: Support key people and others to understand and deal with the feelings and behaviour of individuals with sensory impairment when they are unable to access, understand and use information.</p>	<p>L2 HSC 226 L3 No link L4 No link</p>

Key functional Area G and its key roles

Group G: Assist individuals with sensory impairment to access and use advocates and advocacy services	G1 Ensure the rights of individuals with sensory impairment regarding access to advocacy are adhered to.	L2- HSC 24 L3- HSC 367 L4 HSC 452/46
	G2 Work with individuals with sensory impairment and key people to access and identify advocacy needs.	L2- HSC24 L3- HSC 367 L4 – HSC 410/46
	G3 Identify advocacy support that can meet the needs and preferences of individuals with sensory impairment and promote their independence.	L2-HSC24 L3-HSC 367 L4-hsc410/46
	G4 Assist individuals with sensory impairment to access, use and evaluate advocacy services appropriate to their need, preference and independence.	L2 HSC 24 L3 HSC-367 L4-HSC 410/46
	G5 Advocate with and on behalf of individuals with sensory impairment and key people.	L2- No link L3-HSC367 L4-HSC 410/46
	G6 Support individuals with sensory impairment through advocates challenge barriers to promoting their human rights including their social, emotional and physical well being.	L2 - HSC24 L3- HSC367 L4-HSC410

Key functional Area H and its key roles

Group H: Promote the social, emotional and physical well being of individuals with sensory impairment	H1 Ensure the rights of individuals with sensory impairment are protected when promoting their social, emotional, physical and sexual well being.	L2-HSC 27 L3-HSC311 L4-HSC 411
	H2 Identify and take appropriate action when individuals with sensory impairment show signs and symptoms that could indicate harm, abuse and neglect.	L2- HSC 24 L3- HSC37/ 34/35 L4- HSC 411/49/
	H3 Provide active support, information and advice for individuals with sensory impairment and who have been harmed, abused, neglected.	L2-HSC226 L3-HSC325/336 L4- HSC 411
	H4 Work with individuals with sensory impairment to identify and access mainstream specialist services in order to meet their social, emotional and sexual needs.	L2 -HSC27 L3- HSC316/330 L4- HSC 414
	H5 Contact, access and where appropriate provide counselling, support services, peer group contact to enable social, emotional and physical and sexual needs of individuals with sensory impairment and key people to be met.	L2-HSC233 L3- Hsc330/ 354/ L4- HSC 443?
	H6 Support individuals with sensory impairment to develop and sustain suitable partnerships, relate effectively to others and to disengage from relationships that are harmful and abusive.	L2- HSC223 L3-HSC 356 L4- HSC 411
	H7 Support individuals with sensory impairment to understand and deal with feelings, emotions frustrations and behaviour that can be abusive, harmful and cause concern to themselves and others.	L2- HSC240 L3- HSC 335/336/337 L4 No link
	H8 Support individuals identify, access training and skills to enable them to live as independently as possible.	L2- No link L3- HSC 39/330 L4- HSC 421

Key functional Area I and its key roles

Group I: Promote the social, educational and independence needs of people with sensory impairment	I1 Support individuals with sensory impairment when accessing and participating in training and educational activities.	L2-HSC 211 L3- HSC 348 L4- HSC 421
	I2 Support individuals with sensory impairment when accessing and participating in leisure and recreational activities.	L2- HSC210 L3- HSC 322 L4- HSC420
	I3 Support individuals with sensory impairment to access housing opportunities appropriate to their needs and preferences.	L2- No link L3- HSC 349 L4- HSC 422
	I4 Support individuals with sensory impairment access and maintain suitable employment.	L2- HSC26? L3- HSC 347 L4- HSC 421
	I5 Support individuals to function effectively at school and in other educational settings.	L2-HSC211 L3- HSC39/348 L4- HSC 421
	I6 Support individuals with sensory impairment acquire independent living skills.	L2-HSC27 L3- HSC344 L4- HSC 414?
	I7 Support people with sensory impairment to move into independent and supported living accommodation.	L2- No link L3- HSC 349 L4- HSC 422

Key functional Area J and its key roles

Group J: Support people with sensory impairment with home, daily living, mobility, special and environmental skills awareness	J1 Support individuals with sensory impairment to learn and understand important aspects of human relationships and daily life that are essential to normal human functioning.	L2- HSC233 L3- HSC 34/35 L4- No link
	J2 Support individuals with sensory impairment to develop kinaesthetic awareness of themselves, other people and different environments including support to interact with the world and develop new skills to function in social settings.	L2- HSC 234 L3- HSC 312 L4- No link
	J3 Support key people to carry out activities to help individuals with sensory impairment to develop kinaesthetic awareness of themselves, other people and different environment.	L2-HSC 234 L3 No link L4- No link
	J4 Promote spatial and environmental awareness and skills with individuals with sensory impairment.	L2-HSC235 L3 No link L4 No link
	J5 Support individuals with sensory impairment to understand the reasons for and to layout environments in ways that are conducive to social interaction.	L2- HSC210 L3- No link L4 No link
	J6 Support individuals with sensory impairment to understand the reasons for and to develop skills about proximity and social space for themselves and others people.	L3- No link L4 No link
	J7 Support individuals with sensory impairment to develop skills in relation to orientation and mobility and to find their way around familiar and unfamiliar environments.	L2 No link L3 –HSC 372/373 L4 No link
	J8 Provide services, support and carry out activities to individuals with sensory impairment to develop regain and retain independent daily living and home management skills.	L2-HSC-25 L3- HSC 372 L4-HSC415
	J9 Support individuals with sensory impairment to use residual vision, hearing and different sensory modes to promote their independence and emotional well being.	L2- HSC-27 L3- HSC 370 L4- HSC 413
	J10 Support individuals to use appropriate skills when being guided by others, supported by trained dogs and where guidance is through other appropriate devises.	L2-HSC28 L3- No link L4- No link

Key functional Area K and its key roles

Group K: Raise awareness of the individual needs and aspirations of people with sensory impairment	K1 Promote organizational awareness of legislative and other rights and needs of people with sensory impairment	L2-HSC24 L3- HSC 3111 L4- HSC 452
	K2 Participate in activities to support the rights of individuals with sensory impairment	L2- HSC24 L3- HSC 366
	K3 Work with, key people and others to overcome barriers to access and make people/organizations aware of the abilities and needs of individuals with sensory impairment	L2- HSC 24 L3 HSC 3119/330/332 L4- No link
	K4 Promote the needs and aspirations of people with sensory impairment	L2-HSC24 L3- Hsc330 L4- HSC 452
	K5 Support awareness raising initiatives for individuals with sensory impairment generally, and specifically in relation to training and education, leisure and recreation, employment, housing and independent living	L2-HSC211 L3- HSC348 L4- HSC 421

Key functional Area L and its key roles

Group L: Manage, reflect upon and develop your own practice to enable independence of individuals with sensory impairment to be promoted	L1 Organise, effectively manage and be accountable for your own work loads	L2 No link L3 No link L4- TBC
	L2 Research, analyse, and evaluate relevant literature and legislation relating to working practices with sensory impairment	L2- HSC23 L3-HSC33 L4- HSC 43
	L3 Keep your knowledge and practice up-to-date and work within agreed standards to ensure your own professional development	L2- HSC23 L3-HSc33 L4- HSC 43
	L4 Seek information and feedback from individuals with sensory impairment, key people and others about your own practice	L2- Hsc-23 L3- HSC33 L4- HSC 43
	L5 Reflect on the effectiveness of your own practice in meeting the needs and preferences of people with sensory impairment and identify areas that can be improved	L2- Hsc23 L3- Hsc33 L4- HSC 43
	L6 Manage complex ethical issues, dilemmas and conflicts	L2- No link L3- No link L4- HSC 48
	L7 Access appropriate support, training and development opportunities, and peer group support to enhance your practice and to challenge poor and discriminatory practice	L2- HSC 23 L3- HSC 33 L4- HSC 43

Appendix A-Training and qualifications for those working with individuals with sensory impairment

The Tables below represent work undertaken in previous studies. These have been streamlined to provide a focus to job roles both specialist and generic across all spectrums of sensory impairment.

Table I Specific job roles related to working with individuals with sensory impairment

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training¹</i>	<i>Links to key functional area</i>	<i>Gaps identified</i>
A. Management roles with specific responsibilities for people who are deaf				
a.1 Specialist senior managers/commissioners/planners for individuals with sensory impairment				
Develop and implement policy	B/ISL Level 3 Communication skills, knowledge services for people with sensory impairment Knowledge of statutory duties (including methods of service user involvement) Knowledge of area of specialism	<ul style="list-style-type: none"> • CACDP L1 Cert in Deaf / Deaf blind Awareness; • L1 Cert. Deaf Community & Culture; • L1 Cert. In Communication Tactics with Deaf People; • L3/L4 Cert. B/ISL • Sense – intro deaf blindness, deaf blindness • Working with people who are deafblind • Acquired deafblindness 	C, K & L	Knowledge on legislation, government papers and up to date research on work with people who are deaf

¹ The nationally accredited training specified here could meet the gaps identified. It is essential that anyone undertaking specialist job roles have a high level of competence in their own language. It is recognised that this competence may not be certificated, for example, if their first language is BSL

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional area</i>	<i>Gaps identified</i>
A. Management roles with specific responsibilities for individuals with sensory impairment				
a.2 Middle managers with specific responsibilities (management of designated services or budgets)				
Apply policy to specialist services	Deaf/ Deaf blind awareness, including awareness of different deaf blind / deafness groups, numbers, needs, risks, potential service possibilities and training opportunities	<ul style="list-style-type: none"> • <u>CACDP</u> L1 Cert in Deaf Awareness; • L1 Cert. Deaf Community & Culture; • L1 Cert. In Communication Tactics with Deaf People; • CACDP L2 Cert in Deaf blind support Work • L2 Cert. B/ISL • Sense: Deaf blindness; Working with People who are Deaf blind; Acquired Deaf blindness 	C, K & L	Knowledge on legislation, government papers and up to date research on effective practice with individuals with sensory impairment

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional area</i>	<i>Gaps identified</i>
a.3 Line managers of specialists who work with individuals with sensory impairment				
Operational managers of services	At least BSL Stage 2 L2 Deaf blind Communication skills Communication skills, knowledge of deafness / deaf blind services	<u>CACDP</u> <ul style="list-style-type: none"> • L1 Cert Deaf Awareness; • L1 Cert. Deaf Community & Culture; • L2 Cert in Deaf blind Support Work; • L1 Cert. Deaf Community & Culture; • L1 Cert. In Communication Tactics with Deaf People; • L2 Cert. B/ISL • <u>Sense:</u> Deaf blindness (post induction module); • Working with People who are Deafblind; Acquired Deaf blindness 	C, K & L	Knowledge on legislation, government papers and up to date research on effective practice with individuals with sensory impairment

<i>Description</i>	<i>knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
A. Management roles with specific responsibilities for individuals with sensory impairment				
a.4 Specialist Care Managers				
Assessments Care management Counselling & advice Co-ordination of input & support Co-working with other practitioners	At least BSL Stage L3 (preferably Level 4) Communication Skills at L3 In depth knowledge, familiar with relevant environmental aids/technology Co-working skills	<ul style="list-style-type: none"> • CACDP Foundation Cert. In deaf Studies; • L1 Communication Tactics with Deaf People; • L2 Cert in Deaf blind support work • L3 Cert in Communication and Guiding skills • L3/L4 NVQ B/ISL • CSW Cert in Deaf People Professional Practice • Edexcel Professional Development Award in Communication Support Workers with Deaf People • LDAF- L2 & L3 Cert in Working with People who have Learning Difficulties (with sensory option B) • Sense- Deaf blindness; Working with People who are Deafblind; Acquired Deaf blindness • Module on Aids to Daily living from City Lit 	A, B, C, F, G, H, K & L	Knowledge on legislation, government papers and up to date research on effective practice with individuals with sensory impairment

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
B. Specialist staff who work with individuals with sensory impairment				
b.1 Paediatricians, ENT, Ophthalmologists, Neurologists, Psychiatrists, Psychologists, Hospital staff				
Diagnose, plan, provide and evaluate interventions (with others)	Own professional discipline plus in-depth knowledge , awareness and ability to communicate and work with individuals with sensory impairment Daily living skills for people who are deaf/ deafblind	<ul style="list-style-type: none"> • CACDP Foundation Cert. In Deaf Studies; • CACDP L1 Cert. B/ISL; • CACDP L1 Cert. In Communication Tactics with Deaf People • CACDP L1 Cert in Deafblind Awareness • Sense: Introduction to Deaf blindness; Deaf blindness; Working with People who are Deafblind 	All except C & G (dependent on services provided)	Specialist knowledge depending on area e.g. mental health ,deafness and deafblindness

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
B. Specialist staff who work with individuals with sensory impairment				
b.2 Specialist social workers who work with individuals with sensory impairment				
Assessments Care management Counselling & advice Co-ordination of input & support Co-working with social workers, professionals & practitioners	At least BSL Stage L3 (preferably Level 4) Communication Skills at L3 In depth knowledge of the legislation, needs, resources, facilities, medical conditions, nature of & issues related to congenital and acquired specific sensory impairment e.g. Deaf, deafblindness Familiar with aids / technology Co-working skills In depth knowledge, familiar with relevant aids/technology Co-working skills Listening & advocacy skills	<ul style="list-style-type: none"> • CACDP Foundation Cert. In Deaf Studies; • L3 Cert. In Communication and Guiding • L3/L4 NVQ B/ISL Dip in Deafblind studies/ multiple disability/ Rehab studies • Dip SW or Dip in Multiple Disability • PQ/MA SW Studies (SW with Deaf People) • PQ/MA Care Management • Deaf Studies from Universities of Bristol, Wolverhampton & UCLAN • Module on Aids to Daily living from City Lit • NB: Currently 1st Pilot of completed of Cert. In DB Studies – 1 year Dip in DB Studies 2 year – in future 3rd and 4th year for vocational degree 	A, B, D, E, F,G,H, I, J, K & L	

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
b.3 Educational psychologists with children and young people with sensory impairment				
<p>Support children and young people; their families; teachers, school governors; authorities Assessments, interventions & evaluation Can be involved in policy and planning</p>	<p>Educational psychology specifically related the needs of children and young individuals with sensory impairment in the learning context</p>	<ul style="list-style-type: none"> • CACDP Foundation Cert. In Deaf Studies; • CACDP: L1 Cert Deafblind Awareness; L1 Cert. Deaf Community & Culture and L2 Cert in Deafblind Support Work • Dip in Deafblind Studies/ Rehab Studies • NVQ B/ISL L3; • NVQ B/ISL L4; • Edexcel National Dip in Communication Support Work for Deaf Students; • Cert in Communication Support Workers with Deaf People; • L3 Cert and Dip in Support for Deaf Learners; • Cert in skills for students who are deaf • Sense: Introduction to Deafblindness; Deafblindness (post induction module); Working with People who are Deafblind; Acquired Deafblindness • For sign language users BSL LI • LDAF Cert in Working with people who have learning difficulties L2&3 	<p>E, F, G, H, I, J, K & L</p>	

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
B. Specialist staff who work with individuals with sensory impairment				
b.4 Lecturers of people who are deaf				
Promote learning generally or in specific subject areas	Own professional discipline plus awareness of how to communicate and promote the learning of with people who are deaf	<ul style="list-style-type: none"> • CACDP Foundation Cert. In Deaf Studies; • L1 in Deafblind awareness • NVQ B/ISL L3; NVQ B/ISL L4 • C&G Certificate in Basic Skills for Deaf Students; Certificate 7407 in Teaching And Supporting Deaf Students Stage 1; Cert 7407 in Teaching Basic Literacy To Deaf Learners; Certificate 7407 in Training For Deaf And Hearing Tutors Stage 2; • Edexcel National Dip in Communication Support Work for Deaf Students; Cert in Communication Support Workers with Deaf People; L3 Cert and Dip in Support for Deaf Learners; Cert in skills for students who are deaf • Sense: Introduction to Deafblindness; Deafblindness; Working with People who are Deafblind • Diploma /Cert. In Deafblind Studies • C&G Certificate 7407 in Teaching And Supporting Deaf Students Stage 1; • C&G Certificate 7407 in Teaching Basic Literacy To Deaf Learners; C&G Certificate 7407 in Training For Deaf and Hearing Tutors Stage 2 	E, F, G, H, I, J, K & L	

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
b.5 Qualified teachers of children with sensory impairment				
Promote learning with children with hearing impairments	In-depth knowledge of teaching and of communicating with and teaching strategies and needs of children with sensory impairments including multi sensory impairments	<ul style="list-style-type: none"> • Qualified teaching certificate (PGCE; Cert Ed etc.) plus additional MQ as stated by DfES The additional training must be recognised by the DfES as meeting mandatory qualification (MQ) requirements. Teachers of children with hearing impairments must normally get MQ during their first three years in post • 	E, F, H, K & L	
b.6 Rehabilitation workers (visual impairment)				
Assessments Counselling & advice Developing plans & programmes to support the visual and hearing needs & preferences of people who are deafblind Co-working skills	Communication skills at L3 Knowledge of the legislation, needs, resources, facilities, medical conditions, nature of & issues related to congenital & acquired deafblindness How to develop, implement, adapt & evaluate programmes for people who have congenital and acquired deafblindness, to enable them to develop, retain and regain independent daily living and other skills important in their lives How to teach people who are deafblind & communicator guides In depth knowledge, familiar with relevant aids/technology Co-working skills	<ul style="list-style-type: none"> • Dip in Deafblind Studies/ Rehab Studies/Multiple Disability • National occupational standards for Rehabilitation workers with blind and partially sighted individuals • CACDP L2 Cert in Deafblind Support Work; Cert in Communication and Guiding Skills L3; L3 NVQ B/ISL • Sense: Deafblindness (post induction module); Working with People who are Deafblind; Acquired Deafblindness • Module on Aids to Daily living from City Lit 	A, B, D, E, F, G, H, I, J, L & K	

<i>Description</i>	<i>knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
B. Specialist staff who work with individuals with sensory impairment				
b.7 Advisory teachers for people who are deaf/ multi sensory impaired				
Advise schools or families on educational strategies	A qualified teacher with additional training in the education of children with hearing impairments. In-depth knowledge of educational strategies for families and schools	Qualified teaching certificate (PGCE; Cert Ed etc.) plus additional MQ as stated by DfES	E, F, G, H, J, K & L	Up-to-date knowledge of research and legislations for individuals with single sensory impairment or multi sensory impairments
b.8 Learning support assistants (LSA) working with individuals with sensory impairment				
Work on a one-to-one basis with students to support their learning (see also intervenors)	Communication skills equivalent to L2/3 Knowledge of communication needs/preferences of student Ability to learn about differing needs for area & level of learning	<ul style="list-style-type: none"> • CACDP Foundation Cert. In Deaf Studies; • L1 cert in Deafblind awareness • L2 Cert in Support work • NVQ B/ISL L2; NVQ B/ISL L2/3 and dependent on level • Edexcel National Dip in Communication Support Work for Deaf Students; • Cert in Communication Support Workers with Deaf People; • L3 Cert and Dip in Support for Deaf Learners; • Cert in skills for students who are deaf 	E, F, G, H, I, J, K & L	

Intervenors

<i>Description</i>	<i>Deafblind knowledge /skills</i>	<i>Existing appropriate Deafblind awards/training</i>	<i>Links to key roles</i>	<i>Gaps identified</i>
B. Specialist staff who work with people who are deafblind contd.,				
b.9 Intervenors				
A specialist learning support assistant who works one-to-one with a deafblind child of adult, providing information that would normally come through sight, hearing and helping the child/adult to understand the information, to communicate and to access the environment	In depth knowledge of the person who is deafblind and the nature of their deafblindness, their communication needs and preferences, their social and emotional needs Awareness raising abilities Good interpersonal skills Knowledge of educational provision and organisations when working in schools	CACDP L2 Cert. In Support work; L3 Certificate in Communication and Guiding Skills with Deafblind People Sense: Deafblindness; Working with People who are Deafblind; Acquired Deafblindness; One week course for intervenors or those working one-to-one with congenitally deafblind child or adult (run by Sense West) NOS: HSC235; 39; 310; 311; 312; 313; 315; 316; 350; 356; 369; 370; 371; 372; 373	E, F, G, I, K & L	Need to build on existing training to develop a specialist award to meet the needs of intervenors

<i>Description</i>	<i>knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
B. Specialist staff who work with individuals with sensory impairment				
b.10 Specialist technical officer and installers				
Assess for, distribute, install & maintain aids & equipment Manage budgets Provide information & advice on availability Compile statistics on services Co-work with specialist & generic staff, including housing departments, national agencies	Communication skills L 2. Deaf awareness Knowledge of aids, equipment and technology. Link with community groups for deaf people Work closely with hearing therapists / volunteer projects Links with District Councils	Wolverhampton University Specialist TO course Edexcel Advanced Dip (L3) in Technical and Rehabilitation work (includes CACDP Cert D Awareness). This may move to higher educational level and/or regionalise on 3 rd intake CACDP L2 Cert. B/ISL; L1 Communication Tactics with Deaf People Events & courses e.g. Nat Deaf Children's Society one-day courses	B, D, E, J, K & L	

<i>Description</i>	<i>knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
B. Specialist staff who work with individuals with sensory impairment				
b.11 Advocates				
Speak for people who are deaf to enable them to express their views, wishes or feelings	In depth knowledge of the person who is deaf and the nature of their deafness, their communication needs and preferences and how to advocate on their behalf	CACDP: L1 Cert. Deaf Community & Culture; Foundation Cert. In Deaf Studies; L2 Cert B/ISL (minimum) Advocacy training/qualifications as available Edexcel Certificate in Communication Support Workers with Deaf People NOS: HSC46; 410	E, F, G, H, I, J, K & L	Advocacy training / qualifications
b.12 Specialist residential/day/home care/respite staff/supporting people workers				
Provide services to meet the individual needs of people who are deaf including those who have other needs, learning disabilities etc.,	Comprehensive clinical skills /knowledge related different causes of deafness and how to work and communicate with people who are deaf	CACDP Foundation Cert. In Deaf Studies; NVQ B/ISL L3; NVQ B/ISL L4 Edexcel Professional Development Award in Communication Support Workers with Deaf People; National Diploma in Communication Support Work for Deaf Students; Certificate in Communication Support Workers with Deaf People NOS: HSC39; 310; 311; 312; 313; 315; 316; 343; 347; 348; 349; 350; 356; 369; 370; 371	B, D, E, F, G, H, I, J, K & L	

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
B. Specialist staff who work with individuals with sensory impairment contd.,				
b.13 Community workers/development officers; Benefits/employment/leisure/information officers; Youth workers				
Promoting community development & inclusion Developing areas of special interest e.g. deaf awareness training Stimulating participation within deaf & hearing communities Empowerment	Communication skills equivalent to L 3 Community development experience Understanding of Deaf issues Networking skills Listening skills Advocacy skills	CACDP: L1 Cert. Deaf Community & Culture; Foundation Cert. In Deaf Studies; L2 Cert B/ISL Edexcel Certificate in Communication Support Workers with Deaf People NOS: HSC390; 394; 3101; 3102; 3104	E, F, G, I, J, K & L	
b.14 Receptionists in specialist services				
First point of contact Responsible for giving information, booking meetings, communication services, interpreters etc	Awareness of deafness. Functional communication skills. Use of range of communication systems	CACDP Foundation Cert. In Deaf Studies; Cert. In B/ISL L2	E, F, H, I, K & L	

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
b.15 Volunteers				
Under supervision, support individuals &/or groups of people who are deaf	Specific knowledge related to the individual deaf person and their needs, including communication General knowledge of deafness	CACDP L1 Cert in Deaf Awareness; Foundation Cert in Deaf studies; L1 Cert. In Communication Tactics with Deaf People	D, E, F, H, I, J, K & L (dependent on level and role worker)	
C. Language Service Professionals				
c.1 BSL/English Interpreter in social services settings (either employed by SSD or contracted via agency)				
Interprets between spoken & sign language/other communication forms Translates written/spoken materials into sign/other language & communication & vice versa	Knowledge of interpretation media & forms to be used with specific individuals, effective ways of interpreting and translating information for people who are deaf	BSL/English Interpreters – Member of the Register (CACDP for England, Wales & N Ireland or SASLI for Scotland) Specialist post basic modules e.g. from MA Leeds, forthcoming module in mental health (DoH) NOS: HSC369; 370; 371	E, F, G, H, I, J, K & L	

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
C. Language Service Professionals contd.,				
c.2 Note-takers (electronic or manual)				
Take notes for people who are deaf	Content of L2 VQ note-taker May need to take people to location for note-taking	CACDP L2 Cert. In Note-taking or Electronic Note-taking Note taker training OCN NOS: HSC369; 370	E, F, I, K & L	
c.3 Lipspeakers				
Conveys a speaker's message to lip readers accurately using unvoiced speech	Skills to produce the shapes of words with exceptional clarity and accuracy. The Lipspeaker also reproduces the rhythm and phrasing of speech as used by the speaker, and supports the message with facial expressions and natural gesture	CACDP L2 & L3 Lipspeaker NOS: HSC369; 370	E, F, G, H, I, K & L	

Table II Generic – specialist job roles in related areas of practice

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
A. Management roles – Generic Specialists				
a.1 Senior and middle managers/commissioners/planners				
Develop and implement policy	Basic deaf awareness & awareness of service needs Knowledge of statutory duties (including methods of user involvement)	CACDP L1 Cert in Deaf Awareness; L1 Cert. Deaf Community & Culture; L1 Cert. In Communication Tactics with Deaf People	C, K & L	Knowledge on legislation, government papers and up to date research on work with people who are deaf
a. 2 Managers of residential/day care/domiciliary/learning disabled				
Provide a generic service where people who are deaf are within the service	Deaf awareness, Basic communication (if deaf user)	CACDP L1 Cert Deaf Awareness; L1 Cert. In Communication Tactics with Deaf People If a sign language user is receiving the service, all staff will require a minimum BSL L I	C, K & L	Knowledge on legislation, government papers and up to date research on effective practice with people who are deaf

<i>Description</i>	<i>Knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
B. Other posts – Generic Specialists contd.,				
b. i) Complaints officers, registration and inspection staff				
Implementation of Care Standards Act 2000; investigation of complaints	Awareness of deaf Basic communication skills inc. text-phone & RNID Typetalk Knowledge of equipment Able to work with interpreter/lipspeakers etc Knowledge of complaints Care Standards Act 2000	CACDP L1 Cert Deaf Awareness; Foundation Cert; L1 Cert. In Communication Tactics with Deaf People; CACDP: L1 Cert. Deaf Community & Culture; In Deaf Studies; L2 Cert B/ISL	B, D, F, G, J, K & L	Need to develop knowledge specifications for deafness and/or possible skills set Knowledge of co-working
b. ii) Social worker (children and families) including children with disabilities				
Assessment Child protection and family support	Knowledge of deafness, service needs, access to and information on specialist provision, including respite & support groups. Skills in co-working and using BSL interpreters or lipspeakers	CACDP L1 Cert Deaf Awareness; Foundation Cert; L1 Cert. In Communication Tactics with Deaf People; CACDP: L1 Cert. Deaf Community & Culture;. In Deaf Studies; L2 Cert B/ISL	A, B, D, E, F, G, H, I, J, K & L	Need to develop knowledge specifications for deaf and/or possible skills set Knowledge of co-working

<i>Description</i>	<i>knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
B. Other posts – Generic Specialists contd.,				
b. iii) Social worker (adults/older people/care managers)				
Often incidentally encounter deaf people as part of their role of assessing and commissioning services	Deaf awareness Communication strategies & equipment, ‘survival’ signing skills Knowing how and when to use specialist co-workers / interpreters / communicator-guides	CACDP L1 Cert Deaf Awareness; Foundation Cert; L1 Cert. In Communication Tactics with Deaf People; CACDP: L1 Cert. Deaf Community & Culture;. In Deaf Studies; L2 Cert B/ISL	A, B, D, E, F,G, H, I, J, K & L	Need to develop knowledge specifications for deafness and/or possible skills set Knowledge of co-working
b. iv) Care assistants/staff of residential/day/domiciliary care with older people/disabled/learning disabled/ children/parents				
Support individual deaf people Key workers /champions support other staff in working with deaf people	Knowledge related deaf person’s needs, including communication Knowledge of deafness in old age and effects of deafness Effects of deafness on learning disability/physical disability	CACDP L1 Cert Deaf Awareness; L1 Cert. In Communication Tactics with Deaf People Edexcel Professional Development Award in Communication Support Workers With Deaf People; National Diploma in Communication Support Work for Deaf Students; Certificate in Communication Support Workers with Deaf People NOS: HSC39; 310; 311; 312; 313; 315; 316; 344; 347; 348; 349; 350; 356; 369; 370; 371; 382	B, D, E, F, G, H, I, J, K & L (dependent on level of worker)	Need to develop knowledge specifications for deaf and/or possible skills set as professional development

<i>Description</i>	<i>knowledge /skills</i>	<i>Existing appropriate awards/training</i>	<i>Links to key functional areas</i>	<i>Gaps identified</i>
B. Other posts – Generic Specialists contd.,				
b. v) General receptionists				
First point of contact Gate keeping function	Awareness of deafness, basic and functional. Communication skills, use of technology	CACDP L1 Cert in Deaf Awareness; Foundation Cert in Deaf studies; L1 Cert. In Communication Tactics with Deaf People	E, F, H, K & L	

Appendix B- Quick reference- Job roles mapped to key functional area

Specific job roles related to working with individuals with sensory impairment		
SECTION ONE:		
Specific job roles related to working with individuals with sensory impairment		
Job Family	Job Role	Links to key functional area
	a.1 Specialist senior managers/commissioners/planners for individuals with sensory impairment	C, K & L
	a.2 Middle managers with specific responsibilities (management of designated services or budgets)	C, K & L
	a.3 Line managers of specialists who work with people who are deaf	C, K & L
	a.4 Specialist Care Managers	A, B, C, F, G, H, K & L
B. Specialist staff who work with individuals with sensory impairment		
	b.1 Paediatricians, ENT, Ophthalmologists, Neurologists, Psychiatrists, Psychologists, Hospital staff	All except C & G (dependent on services provided)
	b.2 Specialist social workers who work with people who are deaf	A, B, D, E, F, G, H, I, J, K & L
	b.3 Educational psychologists with children and young people with sensory impairment	E, F, G, H, I, J, K & L
	b.4 Lecturers of people who are deaf	E, F, G, H, I, J, K & L

	b.5 Qualified teachers of children with sensory impairment	E, F, H, K & L
	b.6 Rehabilitation workers (visual impairment) working with people with sensory impairment	A, B, D, E, F, G, H, I, J, L & K
	b.7 Advisory teachers for people who are deaf/multi sensory impaired	E, F, G, H, J, K & L
	b.8 Learning support assistants (LSA) working with individuals with sensory impairment	E, F, G, H, I, J, K & L
	b.9 Intervenor	E, F, G, I, K & L
	b.10 Specialist technical officer and installers	B, D, E, J, K & L
	b.11 Advocates	E, F, G, H, I, J, K & L
	b.12 Specialist residential/day/home care/respite staff/supporting people workers	B, D, E, F, G, H, I, J, K & L
	b.13 Community workers/development officers; Benefits/employment/leisure/information officers; Youth workers	E, F, G, I, J, K & L
	b.14 Receptionists in specialist services	E, F, H, I, K & L
	b.15 Volunteers	D, E, F, H, I, J, K & L (dependent on level and role worker)

	c.1 BSL/English Interpreter in social services settings (either employed by SSD or contracted via agency)	E, F, G, H, I, J, K & L
	c.2 Note-takers (electronic or manual)	E, F, I, K & L
	c.3 Lipspeakers	E, F, G, H, I, K & L

SECTION TWO:		
Generic – specialist job roles in related areas of practice		
Job Family	Job Role	<i>Links to key functional area</i>
	a.1 Senior and middle managers/commissioners/planners	C, K & L
	a. 2 Managers of residential/day care/domiciliary/learning disabled	C, K & L
	b. 1 Complaints officers, registration and inspection staff	B, D, F, G, J, K & L
	b. 2 Social worker (children and families) including children with disabilities	A, B, D, E, F, G, H, I, J, K & L
	b. 3 Social worker (adults/older people/care managers)	A, B, D, E, F, G, H, I, J, K & L
	b. 4 Care assistants/staff of residential/day/domiciliary care with older people/disabled/learning disabled/ children/parents	B, D, E, F, G, H, I, J, K & L (dependent on level of worker)
	b. 5 General receptionists	E, F, H, K & L

Appendix C

LEVEL 2

Core units, 2 optional units and the 2 remaining units to be taken from either the core group or the option set

HEALTH AND SOCIAL CARE LEVEL 2 CORE UNITS	
1 UNIT HSC21	Communicate with, and complete records for individuals (Communication, level 2, core)
HSC21a	Work with individuals and others to identify the best forms of communication
HSC21b	Listen and respond to individuals' questions and concerns
HSC21c	Communicate with individuals
HSC21d	Access and update records and reports
2 UNIT HSC22	Support the health and safety of yourself and individuals (Health and Safety level 2 core)
HSC22a	Carry out health and safety checks before you begin work activities
HSC22b	Ensure your actions support health and safety in the place you work
HSC22c	Take action to deal with emergencies
3 UNIT HSC23	Develop your knowledge and practice (Personal and Professional Development, level 2, core)
HSC23a	Evaluate your work
HSC23b	Use new and improved skills and knowledge in your work
4 UNIT HSC24	Ensure your own actions support the care, protection and well-being of individuals (Principles of Care, level 2, core)
HSC24a	Relate to and support individuals in the way they choose
HSC24b	Treat people with respect and dignity
HSC24c	Assist in the protection of individuals
HEALTH AND SOCIAL CARE LEVEL 2 OPTIONAL UNITS	
5 UNIT HSC25	Carry out and provide feedback on specific plan of care activities
HSC25a	Carry out specific plan of care activities
HSC25b	Provide feedback on specific plan of care activities
HSC25c	Contribute to revisions of specific plan of care activities
6 UNIT HSC26	Support individuals to access and use information (level 2)
HSC26a	Support individuals to identify information to meet their needs
HSC26b	Enable individuals to access, select and use information
HSC26c	Enable individuals to evaluate the information
7 UNIT HSC27	Support individuals in their daily living (level 2)
HSC27a	Agree with individuals the support they require for their daily living
HSC27b	Assist individuals in activities to promote their well being
HSC27c	Help individuals access other support to promote their well being
8 UNIT HSC28	Support individuals to make journeys (level 2)
HSC28a	Support individuals to plan journeys
HSC28b	Accompany individuals on journeys

9 UNIT HSC29	Support individuals to meet their domestic and personal needs (level 2)
HSC29a	Support individuals to obtain, prepare and store food that meets their nutritional and dietary requirements
HSC29b	Support individuals to identify and obtain household and personal goods
HSC29c	Support individuals to keep their home healthy, safe and secure
10 UNIT HSC210	Support individuals to access and participate in recreational activities (level 2)
HSC210a	Support individuals to identify their recreational interests and preferences
HSC210b	Encourage and support individuals to participate in recreational activities
HSC210c	Encourage and support individuals to review the value of the recreational activities
11 UNIT HSC211	Support individuals to take part in development activities (level 2)
HSC21a	Prepare individuals and the environment for development activities
HSC21b	Support individuals to take part in development activities
HSC21c	Contribute to the evaluation of agreed development activities
12 UNIT HSC212	Support individuals during therapy sessions (level 2)
HSC212a	Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions
HSC212b	Support individuals prior to and within therapy sessions
HSC212c	Observe and provide feedback on therapy sessions
13 UNIT HSC213	Provide food and drink for individuals (Level 2)
HSC213a	Support individuals to communicate what they want to eat and drink
HSC213b	Prepare and serve food and drink
HSC213c	Clear away when individuals have finished eating and drinking
14 UNIT HSC214	Help individuals to eat and drink (level 2 – excluded combination HSC213)
HSC214a	Make preparations to support individuals to eat and drink
HSC214b	Support individuals to get ready to eat and drink
HSC214c	Help individuals consume food and drink
15 UNIT HSC215	Help individuals to keep mobile (level 2)
HSC215a	Support individuals to keep mobile
HSC215b	Observe any changes in the individual's mobility and provide feedback to the appropriate people
16 UNIT HSC216	Help address the physical comfort needs of individuals (level 2)
HSC216a	Assist in minimising individuals' pain or discomfort
HSC216b	Assist in providing conditions to meet individuals' need for rest
17 UNIT HSC217	Undertake agreed pressure area care (Imported unit – Health CHS5)
HSC217a	Prepare to carry out pressure area care
HSC217b	Carry out pressure area care
18 UNIT HSC218	Support individuals with their personal care needs (level 2 – excluded combination with HSC219)
HSC218a	Support individuals to go to the toilet
HSC218b	Enable individuals to maintain their personal hygiene
HSC218c	Support individuals in personal grooming and dressing
19 UNIT HSC219	Support individuals to manage continence (level 2 – excluded combination with HSC218)
HSC219a	Support individuals to maintain continence
HSC219b	Support individuals to use equipment to manage continence

20 UNIT HSC220	Maintain the feet of individuals who have been assessed as requiring help with general foot care (Imported unit – Health AHP15)
HSC220a	Contribute to the care and maintenance of individuals' feet
HSC220b	Apply dressing and medicaments to individual's feet
21 UNIT HSC221	Assist in the administration of medication (Imported unit – Health CHS2)
HSC221a	Prepare for the administration of medication to individuals
HSC221b	Assist in and record the administration of medications
22 UNIT HSC222	Support individuals prior to, during and after clinical procedures (Imported unit – Health GEN4/GEN5)
HSC222a	Prepare individuals for clinical activities
HSC222b	Support individuals during and following clinical activities
23 UNIT HSC223	Contribute to moving and handling individuals (level 2)
HSC223a	Prepare individuals, environments and equipment for moving and handling
HSC223b	Enable individuals to move from one position to another
24 UNIT HSC224	Observe, monitor and record the conditions of individuals (level2)
HSC224a	Observe and monitor individuals' conditions
HSC224b	Record and report changes to the appropriate people
HSC224c	Carry out instructions to meet individuals' changing conditions
25 UNIT HSC225	Support individuals to undertake and monitor their own health care (level 2)
HSC225a	Support individuals when undertaking procedures, treatments and dressings
HSC225b	Support individuals when obtaining specimens and taking physical measurements
26 UNIT HSC226	Support individuals who are distressed (level 2)
HSC226a	Identify aspects of individuals lives that may cause distress
HSC226b	Work with individuals and others to deal with their distress
HSC226c	Support individuals through periods of stress and distress
27 UNIT HSC227	Contribute to working in collaboration with carers in the caring role (level 2)
HSC227a	Contribute to working in collaboration with carers to identify their needs and preferences
HSC227b	Contribute to working with carers to access and use resources, services, facilities and support groups
HSC227c	Contribute to the review of services and facilities for carers
28 UNIT HSC228	Contribute to effective group care (level 2)
HSC228a	Contribute to group care that supports the physical, social and emotional needs of the group and its members
HSC228b	Contribute to the implementation of group care programmes and activities
HSC228c	Contribute to the assessment of group care
29 UNIT HSC229	Gain access to, and ensure individuals' homes are secure (level 2)
HSC229a	Follow procedures to access and secure individuals' homes
HSC229b	Take appropriate action when you cannot access individuals' homes
HSC229c	Review procedures for accessing and securing individuals' homes
30 UNIT HSC230	Manage environments and resources during clinical activities (Imported units – Health GEN6/GEN7)
HSC230a	Prepare environments and resources for use during clinical activities
HSC230b	Monitor and manage the environment and resources during and after clinical activities
31 UNIT HSC231	DELETED
32 UNIT HSC232	Protect yourself from the risk of violence at work (Imported unit – ENTO W7)
HSC232a	Help to de-escalate a potentially violent situation
HSC232b	Review the incident for recording and monitoring purposes

HEALTH AND SOCIAL CARE LEVEL 2 ADDITIONAL UNITS	
33 UNIT HSC233	Relate to, and interact with, individuals (level 2)
HSC233a	Identify individuals' relationship needs
HSC233b	Develop effective relationships
HSC233c	Monitor and alter relationships to meet changing needs
34 UNIT HSC234	Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (level 2)
HSC234a	Respect the rights and interests of individuals
HSC234b	Treat everyone equally and in ways that respects diversities and differences
HSC234c	Act in ways that promote the individuals' confidence in you and your organisation
35 UNIT HSC235	Enable individuals to negotiate specific environments (level 2)
HSC235a	Support individuals to assess their ability to negotiate specific environments
HSC235b	Support individuals to negotiate specific environments
HSC235c	Observe and contribute to the evaluation of programmes
36 UNIT HSC236	Receive, and store medication and products (Imported unit – Health CHS1)
HSC236a	Receive medication and products
HSC236b	Store medication and products
37 UNIT HSC237	Obtain and test capillary blood samples (Imported unit – Health BDS)
HSC237a	Obtain capillary blood
HSC237b	Test, record and report on capillary blood sample results
38 UNIT HSC238	Obtain and test specimens from individuals (Imported unit – Health CHS7)
HSC238a	Obtain specimens from individuals
HSC238b	Test, record and report on specimens
39 UNIT HSC239	Contribute to the care of a deceased person (level 2)
HSC239a	Contribute to preparing the deceased person to be moved
HSC239b	Contribute to moving the deceased person
40 UNIT HSC240	Contribute to the identification of the risk of danger to individuals and others (level 2)
HSC240a	Contribute to recognising risks of harm and abuse
HSC240b	Take action to deal with risks of harm and abuse
HSC240c	Contribute to reviewing the effectiveness of actions taken to deal with risks of harm and abuse
41 IT HSC241	Contribute to the effectiveness of teams (level 2)
HSC241a	Agree and carry out your role and responsibilities within the team
HSC241b	Participate effectively as a team member
42 UNIT HSC242	Receive and pass on messages and information (level 2)
HSC242a	Receive, process and record messages
HSC242b	Pass on messages
HSC242c	Respond to requests for information
43 UNIT HSC243	Monitor, handle and maintain materials and equipment (level 2)
HSC243a	Identify and move materials and equipment
HSC243b	Monitor the receipt and use of materials and equipment
HSC243c	Help maintain materials and equipment
UNIT HSC244	Manage and organise time and activities to support individuals in the community (level 2)
HSC244a	Identify and organise time to enable you to complete work for individuals
HSC244b	Balance your own duties and responsibilities with the individuals' needs and preferences
HSC244c	Identify and report risks and changes in individuals' needs and preferences

41 UNIT HSC245	Receive and monitor visitors (level 2)
HSC245a	Receive visitors according to organisational requirements and procedures
HSC245b	Support visitors and individuals during the visit
HSC245c	Monitor the activities of visitors and take action to control where necessary
42 UNIT HSC246	Maintain a safe and clean environment (level 2)
HSC246a	Clean rooms, work areas, equipment and surfaces
HSC246b	Monitor and maintain the cleanliness of environments

Appendix C

LEVEL 3

4 core units and 4 optional units to be taken

HEALTH AND SOCIAL CARE LEVEL 3 CORE UNITS	
43 UNIT HSC31	Promote effective communication for and about individuals (Communication, level 3, core)
HSC31a	Identify ways to communicate effectively
HSC31b	Communicate effectively on difficult, complex and sensitive issues
HSC31c	Support individuals to communicate
HSC31d	Update and maintain records and reports
44 UNIT HSC32	Promote, monitor and maintain health, safety and security in the working environment (Health and Safety, level 3, core)
HSC32a	Monitor and maintain the safety and security of the working environment
HSC32b	Promote health and safety in the working environment
HSC32c	Minimise risks arising from emergencies
45 UNIT HSC33	Reflect on and develop your practice (Personal and Professional Development, level 3, core)
HSC33a	Reflect on your practice
HSC33b	Take action to enhance your practice

Two qualification routes

HEALTH AND SOCIAL CARE (CHILDREN AND YOUNG PEOPLE)	HEALTH AND SOCIAL CARE (ADULTS)
46 UNIT HSC34	47 UNIT HSC35
Promote the well-being and protection of children and young people (Children and Young People, Principles of Care, level 3, core)	Promote choice, well-being and the protection of all individuals (Adult, Principles of Care, level 3, core)
HSC34a Work with children and young people in ways that promote their rights and responsibilities	HSC35a Develop supportive relationships that promote choice and independence
HSC34b Support children and young people to express their views and preferences about their health and well-being	HSC35b Respect the diversity and difference of individuals and key people
HSC34c Contribute to the protection of children and young people	HSC35c Contribute to the protection of all individuals

HEALTH AND SOCIAL CARE (CHILDREN AND YOUNG PEOPLE) SPECIFIC LEVEL 3 OPTIONAL UNITS	
48 UNIT HSC36	Contribute to the assessment of children and young peoples' needs and the development of care plans (level 3)
HSC36a	Contribute to the assessment of children and young people's needs, wishes and preferences
HSC36b	Support the development and implementation of care plans
HSC36c	Contribute to reviewing care plans for children and young people
49 UNIT HSC37	Care for and protect babies (level 3)
HSC37a	Care for, the physical and nutritional needs of babies
HSC37b	Provide a safe and secure environment in which babies can grow and develop
HSC37c	Stimulate babies to assist their social, emotional, intellectual and language development
HSC37d	Assist in the evaluation of the babies' growth and development
50 UNIT HSC38	Support children and young people to manage their lives (level 3)
HSC38a	Work with, and provide advice for, children and young people about their clothes, appearance, environment and pocket money
HSC38b	Support children and young people to identify and develop their talents, interests and abilities
HSC38c	Support children and young people to participate in recreational activities
51 UNIT HSC39	Support children and young people to achieve their educational potential (level 3)
HSC39a	Support children and young people to identify and develop their educational aspirations
HSC39b	Help children and young people to identify, plan and access educational opportunities and activities
HSC39c	Encourage and support children and young people to carry out educational activities
52 UNIT HSC310	Work with children and young people to prepare them for adulthood, citizenship and independence (level 3)
HSC310a	Support children and young people to access support, advice and information about adulthood, citizenship and independence
HSC310b	Identify, with children and young people, the skills and abilities to become adults and effective citizens
HSC310c	Prepare children and young people to move on and become independent
53 UNIT HSC311	Support children and young people to develop and maintain supportive relationships (level 3)
HSC311a	Support children and young people to identify their own contact and relationship needs
HSC311b	Work with children and young people to maintain appropriate contact and relationships
HSC311c	Support children and young people to develop appropriate and supportive relationships

54 UNIT HSC312	Support the social, emotional and identity development of children and young people (level 3)
HSC312a	Identify, and help children and young people to assess their social, emotional and identity needs
HSC312b	Support children and young people to develop a positive self image, enhance their self esteem and improve self reliance
HSC312c	Observe, assess and take action to promote children and young people's social, emotional and identity development
55 UNIT HSC313	Work with children and young people to promote their own physical and mental health needs (level 3)
HSC313a	Work with children and young people to identify factors that will enable them to grow and develop healthily
HSC313b	Contribute to providing health care to meet children and young people's physical and mental health care needs
HSC313c	Respond appropriately to the physical and health care needs of children and young people
56 UNIT HSC314	Care for a newly born baby when the mother is unable to do so (level 3)
HSC314a	Feed babies
HSC314b	Clothe babies and keep them clean
HSC314c	Ensure babies are safe, secure and free from danger, harm and abuse
57 UNIT HSC 315	Work with children and young people with additional requirements to meet their personal support needs (Level 3)
HSC315a	Support children and young people with additional requirements to identify and develop plans to meet their personal support needs
HSC315c	Support children and young people to address their personal support needs
HSC315d	Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs
58 UNIT HSC316	Support the needs of children and young people with additional requirements (level 3)
HSC316a	Contribute to the assessment of children and young people's specific developmental levels and support needs
HSC316b	Support the implementation of programmes and support activities to meet the needs of children and young people with additional needs
HSC316c	Contribute to evaluating children and young people's participation in programmes and support activities
59 UNIT HSC317	Prepare your family and networks to provide a home for children and young people (level 3)
HSC317a	Access, obtain and share information with your family and networks about providing a home for children and young people
HSC317b	Evaluate your own home situation and the care you are able to offer to children and young people
HSC317c	Identify and acquire the skills and knowledge to provide a home for children and young people
60 UNIT HSC318	Provide a home for children and young people (level 3)
HSC318a	Identify the needs, background and experiences of the children and young people for whom you are providing a home
HSC318b	Help children and young people to adjust to, and ensure they are safe and protected in your home
HSC318c	Support own family and other key people to accept, support and adjust to family life with the children and young people

61 UNIT HSC319	Support families in their own home (level 3)
HSC319a	Prepare to visit families in their own home
HSC319b	Liaise with families and others to identify and support the families' needs
HSC319c	Support individuals and the family to function more effectively as a family unit
62 UNIT HSC320	Support professional advice to help parents to interact with and take care of their newly born baby(ies) (level 3)
HSC320a	Support parents and reinforce actions and advice that keep babies safe, secure and free from danger, harm and abuse
HSC320b	Support parents and reinforce actions and advice for feeding and keeping babies clean
HSC320c	Support parents and reinforce actions and advice to help them bond with, relate to and understand the needs of their babies
63 UNIT HSC321	Support and encourage parents and guardians to care for babies during the first year of their lives (level 3)
HSC321a	Support and encourage parents and guardians to feed, clothe and keep babies clean, safe, secure and free from danger, harm and abuse
HSC321b	Support and encourage parents and guardians to look after the health needs of their babies
HSC321c	Support and encourage parents and guardians to bond with, relate to, interact with and provide a stimulating environment for babies
64 UNIT HSC322	Prepare, implement and evaluate group activities to address the offending behaviour of children and young people (Imported unit – Youth Justice A404)
HSC322a	Plan and prepare agreed group activities to address the offending behaviour of children and young people
HSC322b	Prepare and support children and young people through group activities
HSC322c	Evaluate agreed group activities with other members of the team
65 UNIT HSC323	Contribute to child care practice in group living (level 3)
HSC323a	Contribute to planning, implementing and reviewing daily living programmes for children and young people
HSC323b	Work with groups to promote individual growth and development
HSC323c	Contribute to promoting group care as a positive experience

66 UNIT HSC324	Process information relating to children and young people’s offending behaviour (Imported Unit – Youth Justice A101)
HSC324a	Receive and evaluate information relating to children and young people’s offending behaviour
HSC324b	Obtain and verify information from children and young people about their offending behaviour
HSC324c	Obtain and verify information from others about children and young people’s offending behaviour
HSC324d	Record information relating to children and young people’s offending behaviour
67UNIT HSC325	Contribute to protecting children and young people from danger, harm and abuse (level 3)
HSC325a	Respond to your own and other people’s suspicion of danger, harm and abuse
HSC325b	Respond to disclosure of danger, harm and abuse
HSC325c	Support children and young people who have been abused
68 UNIT HSC326	Contribute to the prevention and management of challenging behaviour in children and young people (level 3)
HSC326a	Work with children and young people to identify goals and boundaries for acceptable behaviour
HSC326b	Support children and young people to manage challenging behaviour
HSC326c	Enable children and young people to recognise and understand their behaviour and its consequences
69 UNIT HSC327	Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities (Imported unit – Youth Justice A410)
HSC327a	Develop relationships with children and young people that reinforce positive behaviour and recognise the impact of crime and anti-social behaviour
HSC327b	Establish and maintain effective relationships with children and young people that reinforce positive behaviour

HEALTH AND SOCIAL CARE (ADULTS) SPECIFIC LEVEL 3 OPTIONAL UNITS	
70 UNIT HSC328	Contribute to care planning and review (level 3)
HSC328a	Contribute to assessing the needs and preferences of individuals
HSC328b	Support the development and implementation of care plans
HSC328c	Contribute to reviewing care plans
71 UNIT HSC329	Contribute to planning, monitoring and reviewing the delivery of service for individuals (level 3)
HSC329a	Contribute to planning the delivery of service for individuals
HSC329b	Contribute to monitoring the delivery of service for individuals
HSC329c	Contribute to reviewing the delivery of service for individuals
72 Unit HSC330	Support individuals to access and use services and facilities (Level 3)
HSC330a	Support individuals to identify services and facilities they need
HSC330b	Enable individuals to select, access and use services and facilities
HSC330c	Enable individuals to evaluate services and facilities used
73 UNIT HSC331	Support individuals to develop and maintain social networks and relationships (level 3)
HSC331a	Support individuals to identify their needs for, and from, contacts, social networks and relationships
HSC331b	Support individuals to maintain supportive relationships
HSC331c	Support individuals to develop new social networks and relationships
74 UNIT HSC332	Support the social, emotional and identity needs of individuals (level 3)
HSC332a	Work with individuals to identify their social, emotional and identity needs
HSC332b	Support individuals to develop and maintain self-esteem and a positive self-image
HSC332c	Support individuals to address changing social, emotional and developmental needs

75 UNIT HSC333	Prepare your family and networks to support individuals requiring care (level 3)
HSC333a	Access, obtain and share information with your family and networks about providing a home for individuals
HSC333b	Evaluate your own home situation and the care you are able to offer to individuals
HSC333c	Identify and acquire the skills and knowledge to provide a home for individuals
76 UNIT HSC334	Provide a home and family environment for individuals (level 3)
HSC334a	Identify the needs, background and experiences of the individuals for whom you are providing a home
HSC334b	Help individuals to adjust to, and ensure they are safe and protected in your home
HSC334c	Support own family and other key people to accept, support and adjust to family life with the individuals
77 UNIT HSC335	Contribute to the protection of individuals from harm and abuse (level 3)
HSC335a	Recognise and report on factors that may cause danger, harm and abuse
HSC335b	Contribute to minimising the effects of dangerous, harmful and abusive behaviour and practices
HSC335c	Respond to and report on suspicions of harm and abuse
78 UNIT HSC336	Contribute to the prevention and management of abusive and aggressive behaviour (Imported unit – COMMUNITY JUSTICE CJ E203, DANOS AB3)
HSC336a	Contribute to preventing abusive and aggressive behaviour
HSC336b	Deal with incidents of abusive and aggressive behaviour
HSC336c	Contribute to reviewing incidents of abusive and aggressive behaviour
79 UNIT HSC337	Provide frameworks to help individuals to manage challenging behaviour (level 3)
HSC337a	Support individuals to identify the reasons and causes for, and the consequences of, their behaviour
HSC337b	Work with individuals to agree ways to manage their behaviour
HSC337c	Support individuals to evaluate actions to manage behaviour

HEALTH AND SOCIAL CARE GENERIC LEVEL 3 OPTIONAL UNITS	
80 UNIT HSC338	Carry out screening and referral assessment (Imported Unit – DANOS AF1)
HSC338a	Identify substance misuse and related or co-existent problems
HSC338b	Refer individuals to substance misuse and/or other services
81 UNIT HSC339	Carry out assessment to identify and prioritise needs (Imported Unit – DANOS AF2)
HSC339a	Assess the individual's substance misuse problem and their understanding of services available
HSC339b	Assess the need for referral to substance misuse services or to a comprehensive substance misuse assessment
HSC339c	Make referral to a substance misuse service or comprehensive substance misuse assessment
82 UNIT HSC340	Carry out comprehensive substance misuse assessment (Imported Unit – DANOS AF3)
HSC340a	Prepare for a comprehensive substance misuse assessment
HSC340b	Assess possible risks and the individual's understanding of services available
HSC340c	Assess the individual's substance misuse and related problems
83 UNIT HSC341	Help individuals address their substance use through an action plan (Imported Unit – DANOS AI2)
HSC341a	Develop an action plan with individuals
HSC341b	Review the action plan and conclude the counselling process
84 UNIT HSC342	Assess and act upon immediate risk of danger to substance users (Imported Unit – DANOS AB5)
HSC342a	Assess the immediate risk of danger to the individual
HSC342b	Act upon the immediate risk of danger to the individual
HSC342c	Support the individual after the immediate risk of danger has passed
85 UNIT HSC343	Support individuals to live at home (level 3)
HSC343a	Support individuals to identify their personal, physical and safety needs to enable them to live at home
HSC343b	Work with individuals to identify and access additional support and resources
HSC343c	Support individuals to review their needs and identify changes necessary to enable them to live at home
86 UNIT HSC344	Support individuals to retain, regain and develop the skills to manage their lives and environment (level 3)
HSC344a	Support individuals to identify the skills they need to manage their lives and environment
HSC344b	Support individuals to retain, regain and develop the identified skills
HSC344c	Support individuals to evaluate the use of the skills in managing their lives and environment
87 UNIT HSC345	Support individuals to manage their financial affairs (level 3 – excluded combination with HSC346)
HSC345a	Work with individuals to access information and advice about their financial affairs
HSC345b	Support individuals to manage and monitor their financial affairs
88 UNIT HSC346	Support individuals to manage direct payments (level 3 - excluded combination with HSC345)
HSC346a	Work with individuals to access information and advice about direct payments
HSC346b	Help individuals to manage and monitor their use of direct payments

89 UNIT HSC347	Help individuals to access employment (level 3)
HSC347a	Work with individuals to identify their needs and preferences about employment
HSC347b	Help individuals to identify and seek employment opportunities
HSC347c	Support individuals to prepare for employment interviews and work
90 UNIT HSC348	Help individuals to access learning, training and development opportunities (level 3)
HSC348a	Work with individuals to identify their needs and preferences about opportunities for them to learn and develop
HSC348a	Support individuals to prepare for and undertake learning, training and development opportunities
HSC348c	Support individuals to prepare for employment interviews and work

HEALTH AND SOCIAL CARE GENERIC LEVEL 3 OPTIONAL UNITS	
91 UNIT HSC349	Enable individuals to access housing and accommodation (level 3)
HSC349a	Support individuals to identify and access housing and accommodation services
HSC349b	Support housing and accommodation services to meet the needs of individuals
92 UNIT HSC350	Recognise, respect and support the spiritual well-being of individuals (level 3)
HSC350a	Identify opportunities to support individuals' spiritual well-being
HSC350b	Provide opportunities that facilitate and support spiritual well-being
HSC350c	Evaluate and report on work that relates to spiritual well-being
93 UNIT HSC351	Plan, agree and implement development activities to meet individual needs (level 3)
HSC351a	Identify and agree development activities to meet individual needs
HSC351b	Plan and implement development activities with individuals and others
HSC351c	Evaluate and review the effectiveness of the development activities
94 UNIT HSC352	Support individuals to continue therapies (level 3)
HSC352a	Identify the support and skills you need to enable individuals to continue therapies
HSC352b	Encourage individuals to complete activities identified by therapist
HSC352c	Observe and evaluate effects of therapies on individuals
95 UNIT HSC353	Interact with individuals using telecommunications (Imported Unit – DANOS AA5)
HSC353a	Establish interactions with individuals using telecommunications
HSC353b	Sustain interactions with individuals using telecommunications
HSC353c	End interactions with individuals using telecommunications
96 UNIT HSC354	Counsel individuals about their substance use using recognised theoretical models (Imported Unit – DANOS AI1)
HSC354a	Establish and manage the counselling relationship
HSC354b	Enable individuals to identify and explore concerns
HSC354c	Review options and assist individuals to decide on a course of action
97 UNIT HSC355	Counsel groups of individuals about their substance use using recognised theoretical models (Imported Unit – DANOS AI3)
HSC355a	Plan and prepare therapeutic group activities
HSC355b	Prepare and support individuals through therapeutic group activities
HSC355c	Evaluate agreed therapeutic group activities
98 UNIT HSC356	Support individuals to deal with relationship problems (level 3)
HSC356a	Support individuals to assess relationship problems
HSC356b	Support individuals to overcome relationship problems
HSC356c	Work with individuals to evaluate relationship issues, problems and support
99 UNIT HSC357	Carry out extended feeding techniques to ensure individuals nutritional and fluid intake (Imported unit – Health CHS17)
HSC357a	Prepare equipment and individuals for extended feeding
HSC357b	Carry out and report on extended feeding
100 UNIT HSC358	Identify the individual at risk of skin breakdown and undertake the appropriate risk assessment (Imported unit – Health CHS4)
HSC358a	Identify individuals at risk of skin breakdown
HSC358b	Prepare for and carry out risk assessment
HSC358c	Report on, review and update the risk assessment
101 UNIT HSC359	DELETED

102 UNIT HSC360	Move and position individuals (Imported unit – Health CHS6)
HSC360a	Prepare the equipment, the environment and the individual for moving and positioning
HSC360b	Move and position the individual
103 UNIT HSC361	Prepare for, and undertake physiological measurements (Imported unit Health GEN6/CHS19)
HSC361a	Prepare the environments and resources for use when taking physiological measurements
HSC361b	Undertake physiological measurements
104 UNIT HSC362	Recognise indications of substance misuse and refer individuals to specialists (Imported unit – DANOS AA1)
HSC362a	Recognise indications of substance misuse
HSC362b	Refer individuals with indications of substance misuse to specialists
105 UNIT HSC363	Test for substance use (Imported unit – DANOS AE1)
HSC363a	Prepare to test for substance use
HSC363b	Take samples for testing
HSC363c	Communicate and record the results of testing
106 UNIT HSC364	Identify the physical health needs of individuals with mental health needs (Imported unit – MENTAL HEALTH D5)
HSC364a	Determine the physical health needs of people with mental health needs
HSC364b	Agree courses of action with individuals to promote their physical health
107 UNIT HSC365	Raise awareness about substances, their use and effects (Imported unit – DANOS AD1)
HSC365a	Identify individuals' knowledge and values about substances, their use and effects
HSC365b	Increase individuals' knowledge and understanding of substances, their use and effects
108 UNIT HSC366	Support individuals to represent their own needs and wishes at decision making forums (level 3)
HSC366a	Support individuals to identify and access information to enable them to represent their own needs and wishes
HSC366b	Support individuals to plan, prepare and present their needs and wishes
HSC366c	Support individuals to review their experiences and the outcomes
109 UNIT HSC367	Help individuals identify and access independent representation and advocacy (level 3) (Excluded combination HSC364)
HSC367a	Support individuals to identify their representational needs
HSC367b	Support individuals to identify and access independent representation and advocacy
HSC367c	Support individuals to evaluate the independent representation and advocacy
110 UNIT HSC368	Present individuals' needs and preferences (level 3 – excluded combination HSC364 and HSC365)
HSC368a	Identify, with individuals, the needs and preferences they want you to present
HSC368b	Act with and on behalf of individuals, according to their needs and wishes
HSC368c	Support individuals to review the effectiveness of the representation
111 UNIT HSC369	Support individuals with specific communication needs (level 3) (Excluded combination with HSC370 and HSC371)
HSC369a	Identify specific communication needs and methods
HSC369b	Support individuals, key people and others to communicate
HSC369c	Observe and evaluate individual communications needs

112 UNIT HSC370	Support individuals to communicate using technology (level 3 – excluded combination with HSC369)
HSC370a	Identify technological communication needs
HSC370b	Support individuals to communicate with others using technology
HSC370c	Help other people to interact with the individual using the technology
HSC370d	Observe and evaluate the use of the technology
113 UNIT HSC371	Support individuals to communicate using interpreting and translation services (level 3 – excluded combination with HSC369)
HSC371a	Arrange interpreting and translation services for individuals
HSC371b	Communicate with others through interpreters
HSC371c	Support those involved to evaluate the quality of the outcomes and the effectiveness of the service
114 UNIT HSC372	Plan and implement programmes to enable individuals to find their way around familiar environments (level 3)
HSC372a	Assess the individuals ability to find their way around familiar environments
HSC372b	Develop and implement programmes to support individuals to find their way around familiar environments
HSC372c	Evaluate the effectiveness of programmes to meet planned outcomes
115 UNIT HSC373	Plan and implement programmes to enable individuals to find their way around unfamiliar environments (level 3)
HSC373a	Assess the individual's ability to find their way around unfamiliar and different environments
HSC373b	Develop and implement programmes to support individuals to find their way around unfamiliar and different environments
HSC373c	Evaluate the effectiveness of programmes to meet planned outcomes
116 UNIT HSC375	Administer medication to individuals (Imported unit – Health CHS3)
HSC375a	Prepare to administer medication to individuals
HSC375b	Administer, report on and monitor individual's medication
117 UNIT HSC376	Obtain venous blood samples (Imported unit – Health BDS11)
HSC376a	Obtain venous blood from individuals
HSC376b	Label and prepare blood for transportation
118 UNIT HSC377	Encourage and support individuals undergoing dialysis therapy at home (Imported unit – Health CHS27)
HSC377a	Support renal dialysis individuals and key people to prepare for renal dialysis
HSC377b	Enable renal dialysis individuals and key people to carry out dialysis procedures at home
119 UNIT HSC378	Insert and secure urethral catheters and monitor and respond to the effects of urethral catheterisation (Imported unit – Health CHS8)
HSC378a	Insert and secure urethral catheters
HSC378b	Monitor and record on urethral catheterisation of individuals
120 UNIT HSC379	Support individuals who are substance users (Imported Unit – DANOS AB2)
HSC379a	Enable individuals to adopt safe practices associated with substance use
HSC379b	Support individuals when they have used substances
HSC379c	Support individuals in reducing substance use
121 UNIT HSC380	Supply and exchange injecting equipment for individuals (Imported unit – DANOS AH3)
HSC380a	Conduct initial assessment and provide advice
HSC380b	Supply and exchange injecting equipment

122 UNIT HSC381	Support individuals through detoxification programmes (Imported unit – DANOS AH7)
HSC381a	Induct individuals to detoxification programmes
HSC381b	Develop and review detoxification treatment and care plans
HSC381c	Manage closure of individuals' detoxification programmes
123 UNIT HSC382	Support individuals to prepare for, adapt to and manage change (level 3 – excluded combination with HSC383)
HSC382a	Support individuals to prepare for change
HSC382b	Support individuals and key people to cope with and manage change
HSC382c	Support individuals to review the methods they have used to manage change
124 UNIT HSC383	Prepare and support individuals to move and settle into new living environments (level 3) (Excluded combination with HSC382)
HSC383a	Support individuals to prepare to move into new living environments
HSC383b	Support individuals to settle into their new living environment
HSC383c	Support individuals to review the impact of the new environment on their well being
125 UNIT HSC384	Support individuals through bereavement (level 3)
HSC384a	Prepare individuals to cope with bereavement
HSC384b	Support individuals through their bereavement
HSC384c	Support individuals to manage changes due to bereavement
126 UNIT HSC385	Support individuals through the process of dying (level 3)
HSC385a	Support individuals to prepare for death
HSC385b	Support individuals through the process of dying
127 UNIT HSC386	Assist in the transfer of individuals between agencies and services (Imported unit – DANOS AG3)
HSC386a	Support individuals as they prepare for transfer
HSC386b	Make agency preparations for individuals' transfer
HSC386c	Supervise individuals during transfer
128 UNIT HSC387	Work in collaboration with carers in the caring role (level 3)
HSC387a	Work with carers to identify their needs and preferences
HSC387b	Work with carers to access resources, services, facilities and support groups
HSC387c	Work with carers to review how well the services and facilities meet their needs
129 UNIT HSC388	Relate to families, parents and carers (level 3)
HSC388a	Develop relationships with families, parents and carers
HSC388b	Exchange information with families, parents and carers
HSC388c	Share the care and support of individuals and children and young people
130 UNIT HSC389	Work with carers, families and key people to maintain contact with individuals (level 3)
HSC389a	Work with carers, families and key people to identify key relationships to be maintained and developed
HSC389b	Work with carers, families and key people to support individuals
HSC389c	Observe and support carers, families and key people when in contact with the individual
131 Unit HSC390	Support families in maintaining relationships in their wider social structures and environments (Genericised imported Unit – MENTAL HEALTH C9)
HSC390a	Support families in using services within the community
HSC390b	Support families in maintaining relationships with social contacts

132 UNIT HSC391	Provide services to those affected by someone else's substance use (Imported unit – DANOS AB7)
HSC391a	Enable those affected by someone else's substance use to explore and select options
HSC391b	Support those affected by someone else's substance use to put selected options into practice
HSC391c	Empower those affected by someone else's substance use to review the effectiveness of selected options
133 Unit HSC392	Work with families, carers and individuals during times of crisis (Imported Unit – MENTAL HEALTH C10)
HSC392a	Identify and agree risk management strategies with individuals, families and carers
HSC392b	Assess the urgency of requests for action
HSC392c	Agree and implement actions to meet immediate needs
HSC392d	Review outcomes with the individuals, families and carers
134 UNIT HSC393	Prepare, implement and evaluate agreed therapeutic group activities (level 3)
HSC393a	Plan and prepare agreed therapeutic group activities
HSC393b	Prepare and support people through therapeutic group activities
HSC393c	Contribute to the evaluation of agreed therapeutic group activities
135 UNIT HSC394	Contribute to the development and running of support groups (level 3)
HSC394a	Contribute to identifying and forming groups to support individual needs
HSC394b	Support individuals and groups to develop their own networks
HSC394c	Contribute to the running and evaluation of support groups
136 UNIT HSC395	Contribute to assessing and act upon risk of danger, harm and abuse (level 3)
HSC395a	Contribute to assessing the risk of danger, harm and abuse
HSC395b	Contribute to minimising the effects of immediate danger, harm and abuse
HSC395c	Support individuals to review situations and actions after the immediate risk has passed
137 UNIT HSC396	Enable people with mental health needs to develop coping strategies (Imported unit – MENTAL HEALTH H3)
HSC396a	Support people with mental health needs to recognise the impact of their behaviour on others
HSC396b	Work with people to develop alternative coping strategies
HSC396c	Work with people to review the effectiveness of their coping strategies
138 UNIT HSC397	Reinforce positive behavioural goals during relationships with individuals (Imported Unit – COMMUNITY JUSTICE CJ D306, MENTAL HEALTH F5)
HSC397a	Establish working relationships with individuals which reinforce positive behavioural goals
HSC397b	Develop and sustain working relationships with individuals which reinforce positive behavioural goals
139 UNIT HSC398	Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour (level 3)
HSC398a	Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour
HSC398b	Provide support during therapeutic programmes
HSC398c	Contribute to evaluating the effectiveness of the therapeutic programmes on their behaviour

140 UNIT HSC399	Develop and sustain effective working relationships with staff in other agencies (Imported unit – MENTAL HEALTH N3)
HSC399a	Develop effective working relationships with staff in other agencies
HSC399b	Sustain effective working relationships with staff in other agencies
141 UNIT HSC3100	Participate in inter-disciplinary team working to support individuals (level 3)
HSC3100a	Participate in inter-disciplinary team working to support individuals and others to assess individuals' needs
HSC3100b	Participate in inter-disciplinary team working to support individuals and others to plan and implement individualised care packages
HSC3100c	Participate in inter-disciplinary team working to support individuals and others to evaluate individualised care packages
142 UNIT HSC3101	Help develop community networks and partnerships (level 3)
HSC3101a	Identify areas where community networks and partnerships could inform and support practice
HSC3101b	Bring together relevant people and organisations to be involved in community networks and partnerships
HSC3101c	Contribute to running and evaluating community networks and partnerships
143 UNIT HSC3102	Work with community networks and partnerships (level 3)
HSC3102a	Identify the potential for being involved in community networks
HSC3102b	Participate effectively as a member of community networks
HSC3102c	Provide information to inform practice
144 UNIT HSC3103	Contribute to raising awareness of health issues (level 3)
HSC3103a	Work with others to identify health issues which affect individuals
HSC3103b	Assist in the planning and implementing activities to raise awareness of health issues
HSC3103c	Evaluate, with others, the effectiveness and impact of the awareness raising
145 UNIT HSC3104	Support the development of networks to meet assessed needs and planned outcomes (Imported Unit – SOCIAL WORK 7)
HSC3104a	Examine with individuals, families, carers, groups, communities and others support networks which can be accessed and developed
HSC3104b	Work with individuals, families, carers, groups, communities and others to initiate and sustain support networks
HSC3104c	Contribute to the development and evaluation of support networks
146 UNIT HSC3105	Contribute to the recruitment and placement of volunteers (Imported unit – VOLUNTARY SECTOR C2)
HSC3105a	Help to identify the need for volunteers
HSC3105b	Discuss volunteer roles with volunteers and help to assess their suitability
147 UNIT HSC3106	Plan, organise and monitor the work of volunteers (Imported Unit – VOLUNTARY SECTOR D1)
HSC3106a	Plan work to meet requirements
HSC3106a	Organise volunteers and other resources
HSC3106a	Monitor work and make sure requirements have been met
148 UNIT HSC3107	Lead and motivate volunteers (Imported Unit – VOLUNTARY SECTOR D2)
HSC3107a	Brief volunteers on work requirements and responsibilities
HSC3107b	Help volunteers to solve problems during volunteering activities
HSC3107c	Debrief and give feedback to volunteers on their work

149 UNIT HSC3108	Facilitate learning through presentation and activities (Imported Unit – DANOS AA1)
HSC3108a	Make effective presentations
HSC3108b	Produce follow-up activities after presentations
150 UNIT HSC3109	Facilitate group learning (Imported unit – DANOS AD3)
HSC3109a	Manage group dynamics
HSC3109b	Facilitate collaborative learning
151 UNIT HSC3110	Support colleagues to relate to individuals (level 3)
HSC3110a	Assess relationship needs and issues
HSC3110b	Develop and monitor relationships
HSC3110c	Evaluate and report on progress and outcomes

HEALTH AND SOCIAL CARE LEVEL 3 ADDITIONAL UNITS ACROSS BOTH ROUTES	
152 Unit 374	Provide first aid to an individual needing emergency assistance (Imported unit– Health CHS35)
HSC374a	Prepare to provide first aid to individuals
HSC374b	Provide first aid to individuals
153 UNIT HSC3111	Promote the equality, diversity, rights and responsibilities of individuals (level 3)
HSC3111a	Promote the rights and interests of individuals
HSC3111b	Promote the equal treatment of individuals
HSC3111c	Promote the individuals' confidence in you and your organisation
154 UNIT HSC3112	Support individuals to identify and promote their own health and social well being (level 3)
HSC3112a	Support individuals to identify aspects of their lives and environment that can affect their health and social well being
HSC3112b	Support individuals to select positive options to promote their own health and social well being
HSC3112c	Support individuals to review their selected options
155 UNIT HSC3113	Support and enable individuals undergoing renal dialysis to contribute to their own health and well-being (Imported unit – Health CHS28/CHS29)
HSC3113a	Support and enable individuals undergoing dialysis and their carers to obtain and maintain dialysis equipment and materials
HSC3113b	Support and enable individuals undergoing dialysis and their carers to carry out dialysis procedures at home
156 UNIT HSC3114	Promote the needs, rights, interests and responsibilities of individuals within the community (level 3)
HSC3114a	Work with individuals to identify their needs, rights, interests and responsibilities within the community
HSC3114b	Promote the individual's needs and rights within the community
HSC3114c	Support individuals to balance and represent their needs, rights, interests and responsibilities within the community
157 UNIT HSC3115	Receive, analyse, process, use and store information (level 3)
HSC3115a	Analyse, prioritise and process information
HSC3115b	Access and use information to make decisions
HSC3115c	Record, store and share information
158 UNIT HSC3116	Contribute to promoting a culture that values and respects the diversity of individuals (level 3)
HSC3116a	Contribute to identifying methods and processes that ensure each individual is valued and respected
HSC3116b	Contribute to implementing methods and processes that encourage individuals to value and respect each other
HSC2116c	Identify and use the life experiences of individuals as a resource to promote a culture that values and respects everyone
159 UNIT HSC3117	Conduct an assessment of risks in the workplace (Imported Unit – ENTO UNIT G)
HSC3117a	Identify hazards in the workplace
HSC3117b	Assess the level of risk and recommend action
HSC3117c	Review your workplace assessment of risks

160 UNIT HSC3118	Respond to work-related violent incidents (Imported Unit – ENTO W8)
HSC3118a	Resolve a violent situation
HSC3118b	Follow procedures for evaluating violent incidents
161 UNIT HSC3119	Promote the values and principles underpinning best practice (Genericised Imported Unit – MENTAL HEALTH A3)
HSC3119a	Review and update your knowledge of the values, policy and procedural frameworks underpinning best practice
HSC3119b	Work within the principles and values underpinning best practice
HSC3119c	Challenge poor practice and be open to challenge by others
162 UNIT HSC3120	Support competence achieved in the workplace (Imported Unit – LEARNING AND DEVELOPMENT L20)
HSC3120a	Assess performance in the workplace against agreed standards
HSC3120b	Give staff members support in the workplace and feedback on their performance
163 UNIT HSC3121	Contribute to promoting the effectiveness of teams (level 3)
HSC3121a	Contribute to developing effective team practice
HSC3121b	Support team members to contribute to and fully participate in the team activities
HSC3121c	Work within the team to promote its effectiveness

LEVEL 4

Four core units and four optional units to be taken

HEALTH AND SOCIAL CARE LEVEL 4 CORE UNITS	
164 UNIT HSC41	Use and develop methods and systems to communicate record and report (Communication, level 4, core)
HSC41a	Identify methods and systems to promote effective communication and engagement with individuals and key people
HSC41b	Develop and use communication methods and systems to promote effective communication
HSC41c	Evaluate communication methods and systems
HSC41d	Maintain and share evidence based records and reports
165 UNIT HSC42 practices in HSC42a	Contribute to the development and maintenance of healthy and safe the working environment (Health and Safety, level 4, core)
HSC42a	Contribute to monitoring compliance with health, safety and security regulations and requirements
HSC42b	Contribute to the development of systems to manage risk to self, staff and others
HSC42c	Contribute to the development of health, safety and security policies, procedures and practices
166 UNIT HSC43	Take responsibility for the continuing professional development of self and others (Personal and Professional Development, level 4, core)
HSC43a	Take responsibility for own personal and professional development
HSC43b	Contribute to the personal and professional development of others

Two qualification routes

HEALTH AND SOCIAL CARE (CHILDREN AND YOUNG PEOPLE)		HEALTH AND SOCIAL CARE (ADULTS)	
167 UNIT HSC44	Develop practice which promotes the involvement, well-being and protection of children and young people (Children and Young People, Principles of Care, level 4, core)	168 UNIT HSC45	Develop practices which promote choice, well-being and protection of all individuals (Adult, Principles of Care, level 4, core)
HSC44a	Develop and support practice that value and respect children and young people's rights and responsibilities	HSC45a	Develop and maintain effective relationships to promote the individual's choice about their care
HSC44b	Develop and support practice that enables children and young people to express their views and preferences	HSC45b	Promote the individual's rights to expect and receive respect for their diversity, difference and preferences
HSC44c	Promote the protection of children and young people from harm and abuse	HSC45c	Promote the protection of all individuals

HEALTH AND SOCIAL CARE (CHILDREN AND YOUNG PEOPLE) SPECIFIC LEVEL 4 OPTIONAL UNITS	
169 UNIT HSC46	Independently represent and advocate with, and on behalf of, children and young people (level 4)
HSC46a	Work with the children and young people to identify how and by whom they wish to be represented
HSC46b	Work with children and young people to represent their needs and wishes
HSC46c	Help children and young people understand the procedures and outcomes from the representation
HSC46d	Support children and young people to evaluate their experiences of the advocacy support and the systems they have encountered
170 UNIT HSC47	Help parents and carers to acquire and use skills to protect and take care of children and young people (level 4)
HSC47a	Identify with parents and carers, the skills they require to protect and take care of their children and young people
HSC47b	Help parents and carers develop, use and evaluate their interactions, behaviour and parenting skills
HSC47c	Observe and evaluate parents and carers inter-acting with children and young people
171 UNIT HSC48	Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice (Imported Unit – CHILD CARE RESIDENTIAL MANAGER 1)
HSC48a	Develop leadership practice which promotes the well-being of individuals through group care
HSC48b	Develop and demonstrate a leadership style that promotes a culture of openness and participation
HSC48c	Manage practice issues, conflicts and dilemmas
HSC48d	Promote a positive image of residential care as a part of the overall service
172 UNIT HSC49	Develop and maintain an environment which safeguards and protects children and young people (Imported unit – CHILD CARE RESIDENTIAL MANAGER 6)
HSC49a	Develop and maintain an open and safe environment
HSC49b	Assess risk and minimise harm to individual children and young people and the group
HSC49c	Protect children and young people from emotional, physical and sexual abuse, neglect and bullying
HSC49d	Create and maintain an environment which promotes acceptable behaviour

HEALTH AND SOCIAL CARE (ADULTS) SPECIFIC LEVEL 4 OPTIONAL UNITS	
173 UNIT HSC410	Advocate with, and on behalf of, individuals, families, carers, groups and communities (Imported Unit – SOCIAL WORK 10)
HSC410a	Assess whether you should act as an advocate for the individual, family, carer, group and community
HSC410b	Assist individuals, families, carers, groups and communities to access independent advocacy
HSC410c	Advocate for, and with, individuals, families, carers, groups and communities
174 UNIT HSC411	Manage a service which achieves the best possible outcomes for the individual (Imported unit – REGISTERED MANAGERS ADULT RM1)
HSC411a	Ensure services are designed and reviewed to promote and maximise the achievement of the best possible outcomes for individual individuals
HSC411b	Ensure the promotion of participation and independence in order to facilitate the achievement of the best possible outcomes
HSC411c	Manage and monitor systems for the assessment of risk of abuse, failure to protect and harm to self and others
HSC411d	Manage and monitor systems for the administration of medication
175 UNIT HSC412	Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions (Imported Unit – REGISTERED MANAGERS ADULT RM2)
HSC412a	Design and implement a service which addresses the needs of individuals experiencing significant life events
HSC412b	Ensure the service responds effectively to individuals experiencing major life changes or losses

HEALTH AND SOCIAL CARE GENERIC LEVEL 4 OPTIONAL SET OF UNITS	
176 UNIT HSC413	Manage requests for health and care services (level 4)
HSC413a	Promote the health and care services offered by your organisation
HSC413b	Evaluate your organisation's ability and willingness to provide health and care services for individuals
HSC413c	Process successful requests for health and care services
177 UNIT HSC414	Assess individual needs and preferences (level 4)
HSC414a	Work with individuals to assess their needs and preferences
HSC414b	Support staff, individuals and key people to identify changes in the care needs of individuals
HSC414c	Revise assessments to meet the changing needs and preferences
178 UNIT HSC415	Produce, evaluate and amend service delivery plans to meet individual needs and preferences (level 4)
HSC415a	Develop service delivery plans
HSC415b	Monitor service delivery plans
HSC415c	Evaluate and make adjustments to service delivery plans
179 UNIT HSC416	Develop, implement and review care plans with individuals (level 4)
HSC416a	Develop care plans to meet individual needs and preferences
HSC416b	Implement care plans
HSC416c	Review and revise care plans to meet changing needs, preferences and circumstances
180 UNIT HSC417	Assess individuals' mental health and related needs (Imported Unit –MENTAL HEALTH D3)
HSC417a	Determine the appropriateness and priority of referrals
HSC417b	Agree the nature and purpose of assessments with individuals
HSC417c	Assess the nature and extent of individuals' mental health and related needs in accordance with relevant legislation
HSC417d	Agree courses of action with individuals following assessment
181 UNIT HSC418	Work with individuals with mental health needs to negotiate and agree plans for addressing those needs (Imported unit – MENTAL HEALTH E6)
HSC418a	Obtain information about individuals' mental health needs
HSC418b	Identify and review the preferred options of individuals for addressing their mental health needs
HSC418c	Review needs, risks and options taking into account legal and other requirements
HSC418d	Agree a course of action to meet individual's mental health needs
182 UNIT HSC419	Provide advice and information to those who enquire about mental health needs and related services (Imported unit – MENTAL HEALTH B1)
HSC419a	Determine individual's requirements for advice and information about mental health needs and related services
HSC419b	Provide advice and information about mental health needs and related services
183 UNIT HSC420	Promote leisure opportunities and activities for individuals (level 4)
HSC420a	Raise awareness of the value of leisure opportunities and activities for individuals
HSC420b	Negotiate and agree leisure opportunities and activities for individuals
184 UNIT HSC421	Promote employment, training and education opportunities for individuals (level 4)
HSC421a	Raise awareness of the value of employment, training and education for individuals
HSC421b	Negotiate employment, training and education opportunities for individuals

185 UNIT HSC422	Promote housing opportunities for individuals (level 4)
HSC422a	Raise awareness of the housing needs of individuals
HSC422b	Negotiate and agree housing for individuals
186 UNIT HSC423	Assists individuals at formal hearings (level 4)
HSC423a	Support individuals to understand the format and proceedings of the formal hearing
HSC423b	Work with individuals to identify and understand papers, documents and likely outcomes from the hearing
HSC423c	Assist individuals to present their case at the hearing
HSC423d	Support individuals to evaluate and understand the outcomes and assess the implications of the outcomes on themselves and others
187 UNIT HSC424	Supervise methadone consumption (Imported unit – DANOS AH9)
HSC424a	Establish and maintain contact with methadone prescribers and individuals
HSC424b	Dispense methadone prescriptions for individuals
HSC424c	Supervise methadone consumption by individuals
188 UNIT HSC425	Support people who are providing homes for individuals and/or children and young people (level 4)
HSC425a	Provide information and support for those providing homes for individuals and/or children and young people
HSC425b	Support those who are providing homes for individuals and/or children and young people
HSC425c	Review the care being provided for individuals and/or children and young people
189 Unit HSC426	Empower families, carers and others to support individuals (Genericised imported unit – MENTAL HEALTH C6)
HSC426a	Promote the contribution of families, carers and others to supporting individuals
HSC426b	Work with families, carers and others to achieve positive goals for individuals
HSC426c	Enable families, carers and others to review the effectiveness of the support they provide
190 UNIT HSC427	Assess the needs of carers and families (Genericised imported unit –MENTAL HEALTH C1)
HSC427a	Identify the needs, vulnerabilities and circumstances of carers and families
HSC427b	Evaluate and review the needs, vulnerabilities and circumstances of carers and families
HSC427c	Make and present assessments of the needs, vulnerabilities and circumstances of carers and families
191 Unit HSC428	Develop, implement and review programmes of support for carers and families (Genericised imported unit – MENTAL HEALTH C2)
HSC428a	Obtain information about the needs of carers and families
HSC428b	Develop programmes of support for carers and families
HSC428c	Implement programmes of support for carers and families
HSC428d	Review the effectiveness of support programmes with carers and families
192 UNIT HSC429	Work with groups to promote individual growth, development and independence (Imported unit – SOCIAL WORK 8)
HSC429a	Identify opportunities to form and support groups
HSC429b	Use group programmes, processes and dynamics to promote individual growth, development and independence, and to foster interpersonal skills
HSC429c	Help groups to achieve planned outcomes for their members and to evaluate the appropriateness of their work
HSC429d	Disengage from groups appropriately

193 UNIT HSC430	Support the protection of individuals, key people and others (level 4)
HSC430a	Support individuals to identify and take action to deal with situations, events and behaviour that may result in danger, harm and abuse
HSC430b	Support individuals to evaluate and provide feedback on actions to manage the risk of danger, harm and abuse
HSC430c	Monitor and evaluate systems to protect individuals
194 UNIT HSC431	Support individuals where abuse has been disclosed (level 4)
HSC431a	Support individuals who disclose abuse
HSC431b	Support individuals who have been abused
195 UNIT HSC32	Enable families to address issues with individuals' behaviour (Imported Unit – MENTAL HEALTH C8)
HSC432a	Negotiate and agree with families how they may help individuals address their behaviour
HSC432b	Support families as they help individuals address their behaviour
HSC432c	Enable families to review the effectiveness of addressing individuals' behaviour
196 UNIT HSC433	Develop joint working agreements and practices and review their effectiveness (level 4)
HSC433a	Establish requirements for joint working
HSC433b	Agree and review joint working agreements and practices
HSC433c	Identify and work within the boundaries, roles and responsibilities of joint working agreements and practices
197 UNIT HSC434	Maintain and manage records and reports (Genericised Imported Unit – MENTAL HEALTH A7)
HSC434a	Maintain records and reports
HSC434b	Provide evidence for judgements and decisions
HSC434c	Implement legal and policy framework and protocols for access to records and reports
HSC434d	Share information with individuals, families, groups and communities
198 UNIT HSC435	Manage the development and direction of the provision (Imported Unit – CHILD CARE RESIDENTIAL MANAGER 2)
HSC435a	Develop, implement and review a Statement of Purpose
HSC435b	Manage time and resources to deliver a quality service
HSC435c	Contribute to the strategic and business planning of the service
HSC435d	Contribute to the management and monitoring of budgets
199 UNIT HSC436	Promote and manage a quality provision (Imported Unit – CHILD CARE RESIDENTIAL MANAGER 17)
HSC436a	Develop systems to ensure that quality standards are implemented and achieved
HSC436b	Implement policies to maximise quality of care, protection and appropriate control
HSC436c	Ensure residents are involved in setting up and monitoring quality systems
HSC436d	Monitor and review quality systems, policies and procedures
200 UNIT HSC437	Promote your organisation and its services to stakeholders (Imported Unit – DANOS BB1)
HSC437a	Plan to promote your organisation and its services
HSC437b	Communicate key messages to stakeholders
HSC437c	Evaluate the effectiveness of promotional activities

201 UNIT HSC438	Develop and disseminate information and advice about substance use, health and social well-being (Imported Unit – DANOS AD4)
HSC438a	Plan the production of information and advice materials
HSC438b	Design and produce information and advice materials
HSC438c	Disseminate information and advice materials
HSC438d	Evaluate the production and dissemination of information and advice materials
202 UNIT HSC439	Contribute to the development of organisational policy and practice (Imported Unit – DANOS AB3)
HSC439a	Contribute to identifying potential for organisational development
HSC439b	Present information and ideas to contribute to organisational development
203 UNIT HSC440	Support effective governance (Imported Unit – DANOS AB5)
HSC440a	Establish your organisation’s legal, regulatory, social and ethical responsibilities
HSC440b	Ensure compliance with legal, regulatory, social and ethical responsibilities
204 UNIT HSC441	Invite tenders and award contracts (Imported Unit – DANOS CB1)
HSC441a	Invite and evaluate tenders
HSC441b	Negotiate and award contracts for the provision of services
205 UNIT HSC442	Monitor and evaluate the quality, outcomes and cost-effectiveness of substance misuse services (Imported Unit – DANOS CB2)
HSC442a	Manage the performance of providers of substance misuse services
HSC442b	Evaluate and improve the quality, outcomes and cost-effectiveness of services.
206 UNIT HSC443	Procure services for individuals (Imported Unit – DANOS CB3)
HSC443a	Specify services to meet the needs of individual service users
HSC443b	Negotiate and agree contracts for specific services
HSC443c	Monitor and evaluate the quality of services provided.
207 UNIT HSC444	Contribute to the selection, recruitment and retention of staff to develop a quality service (Imported Unit – CHILD CARE RESIDENTIAL MANAGER 10)
HSC444a	Identify requirements for staff selection
HSC444b	Contribute to the recruitment of staff in accordance with legal, regulatory and service guidance
HSC444c	Ensure recruitment of suitable staff to meet the needs of the service
HSC444d	Contribute to staff retention policies and practice
208 UNIT HSC445	Recruit and place volunteers (Imported Unit – VOLUNTARY SECTOR C3)
HSC445a	Specify volunteer roles and the knowledge, skills and experience required
HSC445b	Assess with volunteers their suitability for volunteer roles
HSC445c	Place volunteers
HSC445d	Enter into volunteering agreements with volunteers.
209 UNIT HSC446	Manage a dispersed workforce to meet the needs and preferences of individuals at home (level 4)
HSC446a	Manage the work of staff in an individual’s home
HSC446b	Supervise and support staff to ensure that health and care services are meeting individual needs and preferences
HSC446c	Respond to day-to-day changes and emergencies
210 UNIT HSC447	Represent the agency in courts and formal hearings Imported Unit – COMMUNITY JUSTICE CJ F 407, MENTAL HEALTH 010)
HSC447a	Exchange information at courts and formal hearings
HSC447b	Present reports at courts and formal hearings

211 UNIT HSC448	Provide and obtain information at courts and formal hearings (Imported Unit – COMMUNITY JUSTICE CJ F406, MENTAL HEALTH 011)
HSC448a	Provide and obtain written information at courts and formal hearings
HSC448b	Make oral contributions to courts and formal hearings
212 UNIT HSC449	Represent one’s own agency at other agencies’ meetings (Imported Unit – CRIMINAL JUSTICE F408)
HSC449a	Obtain information from other agencies’ meetings
HSC449b	Make contributions to other agencies’ meetings
213 UNIT HSC450	Develop risk management plans to support individual’s independence and daily living within their home (level 4)
HSC450a	Prepare to carry out risk assessments
HSC450b	Carry out risk assessments
HSC450c	Develop, agree and regularly review risk management plans for individuals
214 UNIT HSC451	Lead teams to support a quality provision (level 4)
HSC451a	Establish effective working relationships with team members
HSC451b	Establish and support team members to carry out their work activities, roles and responsibilities
HSC451c	Assess and provide feedback on individual and team performance

HEALTH AND SOCIAL CARE LEVEL 4 ADDITIONAL UNIT ACROSS BOTH ROUTES

HEALTH AND SOCIAL CARE GENERIC LEVEL 4 ADDITIONAL UNIT	
UNIT HSC452	Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals (Level 4 value focussed unit)
HSC452a	Contribute to developing, maintaining and evaluating systems that respect the rights and interests of individuals
HSC452b	Contribute to developing, maintaining and evaluating systems to ensure that everyone is treated equally
HSC452c	Contribute to developing, maintaining and evaluating systems that promote confidence in you and your organisation