Level 4 Diploma in Adult Care (England) (4222-34/84)

Candidate logbook

601/5641/7

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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Level 4 Diploma in Adult Care (England) (4222-34/84)

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Contents

Version and date	Change detail	Section
V2.0 May 2018	Amendments to units following review against the standard for Level 4 Leader in Adult Care	Units 410,411,412, 417 and 681
	410 (added AC 1.6); 411 (added 1.4; 5.4 amended 3.2); 412 (added inclusion to LO3; 3.2;3.3; added 4.7) 417 (added dilemmas to LO 3; added 4.3); 681 (added whistleblowing to 2.4)	

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1 About your candidate logbook

1.1 Contact details

Candidate name	
Candidate enrolment no	
Centre name	
Centre number	
Programme start date	
Date of registration with City & Guilds	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

Your Assessor(s)	
Your Internal Quality Assurer (IQA)	
Your City & Guilds Quality Consultant (QC)	

1   About your candidate logbook

1.2   Introduction to the logbook

This logbook will help you complete the **mandatory** units in **City & Guilds Level 4 Diploma in Adult Care (England) (4222-34/84)**. It contains forms you can use to record your evidence of what you have done.

There are **12** mandatory units in total that you are required to complete as part of this qualification. You should discuss and agree with your assessor/tutor the order in which these will be completed.

About City & Guilds

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **www.cityandguilds.com**.

2   About your centre

Types of approved centres

Assessment for your qualification will be carried out at your centre. Your centre may be your place of work, a college, training provider or a combination of these.

City & Guilds approves centres to offer their qualifications and regularly monitors them to make sure they meet our quality standards and follow our assessment policies.

Centre responsibilities

Your centre is responsible for the administration of your qualification. Centre staff will:

* register you with City & Guilds
* give you your City & Guilds enrolment number
* apply for your certificate(s) when you have completed your qualification or units.

Centres are also responsible for supporting you as your work towards your qualification. Centres will:

* carry out an initial assessment with you
* tell you about any learning or training (and resources) you will need to help you complete your qualification
* provide an induction programme to explain how the assessment process works
* produce an assessment plan for you.

Assessment roles

The following people at your centre will help you achieve your qualification.

The Assessor

The assessor is the person you will have the most contact with as you work towards your qualification. Your assessor will:

* help you identify any training you need
* agree an assessment plan with you
* help you plan and organise your workload and evidence
* observe you carrying out your job in the workplace over a period of time
* ask you questions about the work you do
* make decisions about your evidence
* judge when you are competent and meet the standards
* give you feedback about your evidence and competence.

You may have more than one assessor depending on which units of the qualification you take.

The Internal Quality Assurer (IQA)

The Internal Quality Assurer (IQA) maintains the quality of assessment within the centre.

3 Units

The following units can be found in this document.

City & Guilds unit number	Unit title	Level	Credit value	GLH
143	Work in partnership in health and social care or children and young people's settings	4	4	26
410	Advanced communication skills	4	4	27
411	Personal development in health, social care or children's and young people's settings	4	4	26
412	Equality and diversity in health, social care or children's and young people's settings	4	3	21
413	Facilitate person centred assessment to support wellbeing of individuals	4	2	14
414	Facilitate support planning to ensure positive outcomes for individuals and to support well being	4	2	14
415	Understand personalisation in care and support services	5	4	33
416	Health and safety in health and social care settings	4	3	21
417	Professional practice in health and social care for adults or children and young people	4	3	20
418	Safeguard children and young people who are present in the adult social care sector	4	2	14
637	Develop, maintain and use records and reports	4	3	23
681	Understand safeguarding and protection in health and social care settings	3	2	18

4   Using your logbook

Recording forms

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

Please photocopy these forms as required.

5 Candidate progress record

City and Guilds Level 4 Diploma in Adult Care (England) (4222-34/84)

Units	143	410	411	412	413	414	415	416	417	418	637	681
Credits	4	4	4	3	2	2	4	3	3	2	3	2
	Total credits achieved:											

I confirm that the evidence supplied for the above listed units is authentic and a true representation of my own work. The work logged in the following pages is my own work carried out during my normal work duties.

The answers are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this qualification with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 143   Work in partnership in health and social care or children and young people's settings

Level: 4
Credit value: 4
UAN: A/602/3189

Unit aim
The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.

1. **Outcome 1 Understand partnership working**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 identify the features of effective partnership working		
1.2 explain the importance of partnership working with		
a. colleagues		
b. **other professionals**		
c. **others**		
1.3 analyse how partnership working delivers better outcomes		
1.4 explain how to overcome barriers to partnership working		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. **Outcome 2 Be able to establish and maintain working relationships with colleagues**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 explain own role and responsibilities in working with colleagues						
2.2 develop and agree common objectives when working with colleagues						
2.3 evaluate own working relationship with colleagues						
2.4 deal constructively with any conflict that may arise with colleagues						
Type of evidence ➔						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3.   Outcome 3 Be able to establish and maintain working relationships with other professionals

Assessment criteria (Performance)					Evidence date					
The learner can:					Portfolio reference					
3.1	explain own role and responsibilities in working with other professionals									
3.2	develop procedures for effective working relationships with **other professionals**									
3.3	agree common objectives when working with **other professionals** within the boundaries of own role and responsibilities									
3.4	evaluate procedures for working with other professionals									
3.5	deal constructively with any conflict that may arise with other professionals									
	Type of evidence ➜									
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report										

4.   Outcome 4 Be able to work in partnership with others

Assessment criteria (Performance)					Evidence date					
The learner can:					Portfolio reference					
4.1	analyse the importance of working in partnership with others									
4.2	develop procedures for effective working relationships with **others**									
4.3	agree common objectives when working with **others** within the boundaries of own role and responsibilities									
4.4	evaluate procedures for working with others									
4.5	deal constructively with any conflict that may arise with others									
	Type of evidence ➜									
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report										

Unit 143　　Work in partnership in health and social care or children and young people's settings

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 410   Advanced communication skills

Level: 4
Credit value: 4
UAN: L/506/6053

Unit aim

This unit enables the learner to develop advanced communication skills whilst working with individuals and others.

1. **Outcome 1 Understand communication needs and factors affecting them**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 analyse different models of communication		
a. Transactional analysis		
b. Lasswell's		
1.2 analyse why **individuals** communicate		
1.3 analyse how models of communication can meet the individual's personal needs, wishes and preferences		
1.4 explain how barriers to communication may be overcome:		
a. physical		
b. social		
c. environment		
d. emotional		
1.5 analyse the effects on an individual of ineffective communication		
1.6 explain how independent advocacy can help to meet communication needs and the circumstances in which it might be required		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. **Outcome 2 Understand how to support the use of assistive technology to enhance communication**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 discuss the role of **assistive technology** in supporting individuals to communicate		
2.2 describe types of support that an individual may need in order to use assistive technology		
2.3 describe the specialist services relating to assistive technology		

2.4 explain how to ensure that communication equipment is:		
a. fit for purpose		
b. correctly set up and working		
c. able to be used by the individual.		
Type of evidence ➜		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

3. **Outcome 3 Be able to interact with individuals**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 work in partnership with the individual and **others** to identify their preferred methods of communication						
3.2 use agreed methods of communication to interact with the individual						
3.3 interact with an individual using:						
a. active listening						
b. reflective listening						
3.4 monitor the individual's responses during and after the interaction to check the effectiveness of communication						
Type of evidence ➜						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. **Outcome 4 Be able to convey information to individuals and others**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 use **formats** that enable an individual and others to understand the information conveyed						
4.2 assess an individual's understanding of information conveyed						
Type of evidence ➜						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

5. **Outcome 5 Understand the importance of confidentiality in interactions with individuals**

Assessment criteria (Knowledge)	Portfolio reference
The learner can:	

5.1	analyse legal and ethical tensions between maintaining confidentiality and sharing information		
5.2	analyse the implications of assistive technology for maintaining confidentiality for the individual		
	Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 411 Personal development in health, social care or children's and young people's settings

Level: 4
Credit value: 4
UAN: J/506/7623

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development, reflective practice and evidence based research.

1. Outcome 1 Understand what is required for competence in own work role

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the duties and responsibilities of own work role		
1.2 explain expectations about own work role as expressed in relevant **standards**		
1.3 describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work		
1.4 explain why competence includes using own behaviour to model person centred values		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. Outcome 2 Be able to reflect on practice

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 explain the cyclical process of reflection						
2.2 explain the importance of reflective practice in continuously improving the quality of service provided						
2.3 reflect on day to day work practice						
Type of evidence ➔						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. Outcome 3 Be able to evaluate own performance

Assessment criteria (Performance)	Evidence date					

The learner can:	Portfolio reference					
3.1 evaluate own knowledge, understanding and performance against relevant standards						
3.2 use feedback to evaluate own performance and inform development						
Type of evidence ➜						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. Outcome 4 Be able to use reflective practice to contribute to personal development

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 evaluate how learning activities have affected practice						
4.2 demonstrate how reflective practice has contributed to improved ways of working						
4.3 record progress in relation to personal development						
Type of evidence ➜						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

5. Outcome 5 Be able to agree a personal development plan

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 use **data** and **information** to plan and review own development						
5.2 work with others to review and prioritise own:						
a. learning needs						
b. professional interests						
c. development opportunities						
5.3 work with others to agree own **personal development plan**						
5.4 take steps to develop own leadership and mentoring skills						
Type of evidence ➜						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

6. Outcome 6 Be able to use evidence based practice

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
6.1 analyse how evidence based practice can be used to inform your practice						
6.2 apply **evidence based practice** in your practice						
6.3 evaluate use of **evidence based practice** in own setting.						
Type of evidence ➜						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Unit 411   **Personal development in health, social care or children's and young people's settings**

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 412   Equality and diversity in health, social care or children's and young people's settings

Level: 4
Credit value: 3
UAN: J/506/7119

Unit aim

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

1. **Outcome 1 Understand equality, diversity and inclusion**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 summarise current legislation relating to equality		
1.2 evaluate how legislation, codes of practice and policies and procedures relating to equality, diversity and inclusion apply to own work role		
1.3 explain the impact on own practice of:		
a. equality		
b. diversity		
c. inclusion		
1.4 analyse how barriers to equality impact on **individuals**		
1.5 explain the attitudes that may lead to discriminatory behaviour		
Type of evidence ➜		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. **Outcome 2 Understand how inclusive practice supports equality and diversity**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 explain how inclusive practice promotes equality and supports diversity		
2.2 analyse how inclusive practice respects the individual's beliefs, culture, values, preferences and life experience		
2.3 evaluate principles of inclusive practice		
Type of evidence ➜		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

3.   Outcome 3 Understand how to promote equality, diversity and inclusion

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 explain how to challenge discrimination to promote change		
3.2 explain how to support others to promote equality, diversity and inclusion		
3.3 evaluate current systems and processes to identify improvements which support equality, diversity and inclusion		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4.   Outcome 4 Be able to work in a way that supports equality and diversity

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 use person centred approaches to support equality and diversity						
4.2 work with others to promote equality and diversity						
4.3 challenge discrimination to promote change						
4.4 access resources to support equality and diversity practice						
4.5 disseminate information to others relating to equality and diversity						
4.6 reflect on own practice in relation to equality and diversity						
4.7 Model behaviour that promotes equality, diversity and inclusion						
Type of evidence ➔						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Unit 412   **Equality and diversity in health, social care or children's and young people's settings**

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Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 413　　Facilitate person centred assessment to support the wellbeing of individuals

Level:	4
Credit value:	2
UAN:	A/506/7120

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the assessment processes to support the wellbeing of individuals. This unit covers a range of the key areas of practice that support the implementation of personalisation.

1.　**Outcome 1 Understand theories and principles of assessment**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1　critically review theoretical models of **assessment**		
1.2　review the effectiveness of **assessment tools** available to support your role		
1.3　analyse the effect of legislation and policy on assessment processes		
1.4　explain how assessment practice can impact on individuals' lives		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2.　**Outcome 2 Be able to work in partnership with an individual and others to facilitate person centred assessment**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1　agree with an **individual** and **others** the purpose of the assessment						
2.2　agree with an **individual** and **others** the intended outcomes of the assessment						
2.3　agree with an **individual** and **others** how the assessment should be carried out and who else should be involved						
2.4　ensure that an individual is supported to carry out self-assessment process.						
Type of evidence ➔						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. **Outcome 3 Be able to carry out person centered assessment that promotes social, emotional, cultural, spiritual and intellectual wellbeing**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 analyse the interrelationship between factors that support an individual's wellbeing						
3.2 take account of the strengths and aspirations of an individual in the assessment						
3.3 work with an individual and others to assess requirements to support wellbeing:						
a. social						
b. emotional						
c. cultural						
d. spiritual						
e. intellectual						
f. economic						
3.4 record the assessment in an agreed format according to organisational policies and procedures						
Type of evidence ➔						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 414   Facilitate support planning to promote positive outcomes for individuals and to support wellbeing

Level: 4

Credit value: 2

UAN: F/506/7121

Unit aim

This unit enables the learner to develop advanced planning skills whilst working with individuals and others.

1. **Outcome 1 Understand the theories and principles that underpin outcome based practice**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 critically review approaches to outcome based practice		
1.2 analyse the effect of legislation and policy on outcome based practice		
1.3 explain the impact of the Mental Capacity Act on support planning processes		
1.4 explain how outcome based practice can impact on an individual's life		
Type of evidence ➜		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. **Outcome 2 Be able to develop a support plan to meet the identified needs of an individual**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 support an **individual** to make choices over decisions to meet their identified needs, preferences and wishes						
2.2 assist an **individual** to make informed choices about their support plan						
2.3 evaluate risks associated with a support plan						
2.4 assist an individual to understand the risks associated with the choices they make in their support plan						
2.5 work in partnership with an individual and others to identify options, resources and preferences in relation to an assessment						
2.6 record a plan according to organisational systems and processes to support information sharing						
Type of evidence ➜						

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report

3. **Outcome 3 Understand the value of assistive living technology in developing a support plan**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 analyse everyday situations where assistive technology solutions can be supportive to an individual and others		
3.2 analyse **assistive living technology** for an individual in terms of:		
a. benefits		
b. risks		
c. challenges		
Type of evidence ➜		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. **Outcome 4 Be able to facilitate the implementation of support plans in partnership with the individual and others**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 agree how a support plan will be carried out with an individual and others						
4.2 agree the roles and responsibilities of those involved to implement the support plan						
4.3 ensure implementation of a support plan						
Type of evidence ➜						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

5. **Outcome 5 Be able to facilitate a person centered review of support plans in partnership with the individual and others**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 agree the monitoring process for a support plan:						
a. time						
b. people						
c. budget						
d. compliance with regulators' standards						

5.2	use systems, procedures and practices that engage an individual and **others** in the review process according to agreed ways of working						
5.3	review a support plan to include:						
	a. feedback from an individual and others						
	b. assessed risks						
5.4	record review process and outcomes according to organisational systems and procedures to support information sharing						
	Type of evidence ➜						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

Unit 414   Facilitate support planning to promote positive outcomes for individuals and to support wellbeing

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Declaration

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The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 415   Understand personalisation in care and support services

Level: 5
Credit value: 4
UAN: K/602/6248

Unit aim

This unit is aimed at those whose work involves commissioning, providing or contributing to services for care and support. Learners will develop their understanding of the theory, practice and legislation that underpins the personalisation agenda for care and support services.

1. **Outcome 1 Understand the meaning of personalisation in social care and support services**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 compare the 'professional gift', 'empowerment' and 'rights' models of service provision		
1.2 define the terms:		
a. personalised service		
b. self-commissioned service		
c. self-directed support		
d. micro-employer		
1.3 analyse the features of personalisation within social care and support services		
1.4 explain why the concept of 'outcomes' is central to personalisation		
1.5 identify legislative and policy drivers for personalised services		
Type of evidence ➜		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. **Outcome 2 Understand the systems and processes that support personalisation**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 describe the impact that personalisation has on the commissioning, funding and delivery of services		
2.2 compare the roles of direct payments and individual budgets in supporting personalisation		
2.3 explain the role of brokerage in commissioning and delivering personalised services		
2.4 describe types of support that **individuals** or their families might need in order to access personalised services		
Type of evidence ➜		

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report

3. **Outcome 3 Understand where responsibilities lie within self-directed support**

Assessment criteria (Knowledge) The learner can:		Portfolio reference	
3.1	explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support		
3.2	analyse what responsibilities are held for the delivery and quality of self-directed support by:		
	a. direct payments recipients		
	b. commissioners		
	c. social workers/care managers		
	Type of evidence ➜		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

4. **Outcome 4 Know how to promote personalisation**

Assessment criteria (Knowledge) The learner can:		Portfolio reference	
4.1	analyse the attitudes, approaches and skills needed in own role to implement personalisation		
4.2	evaluate the impact of personalisation on own role		
4.3	propose ways to enhance own contribution to promoting personalisation		
	Type of evidence ➜		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

5. **Outcome 5 Know how to develop systems and structures for personalisation**

Assessment criteria (Knowledge) The learner can:		Portfolio reference	
5.1	evaluate how far systems and structures in own organisation have adapted to personalisation		
5.2	describe ways to improve systems and structures to enhance personalisation.		
	Type of evidence ➜		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

Unit 415   Understand personalisation in care and support services

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 416 Health and safety in health and social care settings

Level: 4
Credit value: 3
UAN: M/506/6353

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement health and safety in their work setting.

1. **Outcome 1 Understand own responsibilities, and the responsibilities of others, relating to health and safety**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 describe current legislation relating to health and safety in own **work setting**		
1.2 explain health and safety **policies and procedures** as agreed with the employer in relation to own role		
1.3 explain the health and safety responsibilities of:		
a. self		
b. the employer or manager		
c. others in the **work setting**		
1.4 explain **tasks** that should not be carried out in own work setting without specialist training		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. **Outcome 2 Understand how to carry out own responsibilities for health and safety**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 analyse the limits of own role in relation to moving and positioning		
2.2 analyse own responsibilities with regard to legislation and policy for:		
a. emergency first aid		
b. food safety		
c. fire safety		
d. risk to own safety		
e. risk to safety of others		
f. prompting of administration of medication		
g. infection prevention and control		

h. hazardous substances		
i. security		
2.3 explain procedures to be followed if an accident or sudden illness should occur		
2.4 explain how to record and report health and safety incidents		
Type of evidence ➔		

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report

3. Outcome 3 Be able to work safely in health and social care settings

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 apply current legislation relating to health and safety in own work setting						
3.2 comply with current guidelines for:						
a. hand hygiene						
b. moving and handling equipment or other objects safely						
c. checking the identity of anyone requesting access to the work setting						
d. maintaining evacuation routes						
e. food safety						
3.3 complete health and safety records according to legal and work setting requirements						
Type of evidence ➔						

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report

4. Outcome 4 Be able to manage risk

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 contribute to development of policies, procedures and practices which identify, assess and manage risk						
4.2 work with others to assess potential risks						
4.3 assess how risk taking impacts on:						
a. individuals						
b. the organisation						
4.4 work with others to manage risks						

4.5	evaluate own practice in leading a balanced approach to risk management						
	Type of evidence ➔						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

5. **Outcome 5 Be able to support others to work safely in relation to health and safety**

Assessment criteria (Performance)		Evidence date					
The learner can:		Portfolio reference					
5.1	support others to work safely						
	Type of evidence ➔						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 417 Professional practice in health and social care for adults or children and young people

Level: 4

Credit value: 3

UAN: A/506/7621

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The purpose of this unit is for workers to analyse the professional practice in these settings.

1. Outcome 1 Understand theories, values, principles and statutory frameworks that underpin practice within health and social care

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 analyse **theories** that underpin own practice		
1.2 analyse how statutory frameworks underpin service provision		
1.3 analyse how **values** and principles underpin service provision.		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. Outcome 2 Understand how duty of care contributes to safe practice

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 explain what it means to have a 'duty of care'		
2.2 analyse how duty of care contributes to:		
a. safeguarding of individuals		
b. supporting individual's rights and choices		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

3. Outcome 3 Understand how to address conflicts and dilemmas that may arise between an individual's rights to choice and control and the duty of care

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 explain why conflicts or dilemmas may arise between the duty of care and an individual's rights		

3.2	explain how to manage risks associated with conflicts and dilemmas between an individual's rights and the duty of care		
3.3	describe where to get support and advice about managing conflicts and dilemmas		
	Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

4. **Outcome 4 Be able to apply values, principles and statutory frameworks that underpin service provision in own area of work**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 comply with statutory frameworks that underpin service provision						
4.2 apply values and principles that underpin service provision						
4.3 contribute to quality assurance processes to promote positive experiences for individuals using care services						
Type of evidence ➔						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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Guilds

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 418   Safeguard children and young people who are present in the adult social care sector

Level: 4
Credit value: 2
UAN: A/506/8736

Unit aim

The purpose of this unit is to assess the knowledge and skills required to safeguard children and young people. It is for those learners who do not work directly with children, but need to know how to how to recognise and respond to harm, abuse and neglect should they or others encounter these in the course of their work with adults.

1. **Outcome 1 Understand the responsibility to safeguard children and young people who are present in an adult social care work setting**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain own responsibility to safeguard children and young people who are present in an adult social care work setting		
1.2 explain the responsibility of others to safeguard children and young people who are present in an adult social care work setting		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. **Outcome 2 Be able to develop the understanding of others about safeguarding children and young people**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 access information, advice and support to inform knowledge and practice about safeguarding children and young people						
2.2 provide information to others on						
a. **indicators** of harm, abuse or neglect						
b. actions that need to be taken where there are **safeguarding concerns**						
Type of evidence ➔						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. **Outcome 3 Understand how to address conflicts and dilemmas associated with safeguarding children and young people**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 analyse conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult social care setting		
3.2 identify actions to take when conflicts and dilemmas about safeguarding arise		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

Unit 418 Safeguard children and young people who are present in the adult social care sector

City& Guilds

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 637 Develop, maintain and use records and reports

Level:	4
Credit value:	3
UAN:	A/504/2198

Unit aim

The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports.

1. **Outcome 1 Understand the legal and organisational requirements for recording information and providing reports**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 specify own responsibilities and those of **others** when recording information and producing reports		
1.2 explain the legal requirements and **agreed ways of working** for the security and confidentiality of information.		
Type of evidence ➜		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. **Outcome 2 Be able to prepare professional records and reports that meet legal requirements and agreed ways of working**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 support **individuals** to participate in the preparation of reports						
2.2 produce accurate and coherent records and reports that can be understood by those who have a right to see them						
2.3 maintain accurate, complete, retrievable and up to date records						
2.4 ensure that records and reports comply with legal and organisational requirements						
2.5 explain how to balance the tension between confidentiality and openness in records and reports						
2.6 use information communication technology (ICT) systems for the collection and storage of information						
2.7 use ICT that supports information exchange within and across disciplines and organisations						
Type of evidence ➜						

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report

3. **Outcome 3 Be able to use records and reports to inform judgements and decisions**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 clarify the accuracy of records and reports with individuals and others						
3.2 respond to feedback from those who receive records and reports						
3.3 demonstrate the use of facts and evidence based opinions within records and reports						
3.4 evaluate how own records and reports provide evidence for the basis of judgements and decisions						
Type of evidence ➔						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Unit 637   Develop, maintain and use records and reports

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 681   Understand safeguarding and protection in health and social care settings

Level: 3
Credit value: 2
UAN: F/506/7622

Unit aim

This unit is aimed at those who work in health and social care settings. The unit covers an understanding of abuse types and common symptoms. It also covers understanding of the policies and procedures in place around safeguarding and the role of the worker in putting these into practice.

1. **Outcome 1 Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the current legislative framework that underpins safeguarding of vulnerable adults within own UK home Nation		
1.2 explain how current national guidelines and local policies and procedures for safeguarding affect your day to day work		
1.3 explain own responsibilities relating to the current legislative framework with regard to safeguarding		
Type of evidence ➜		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. **Outcome 2 Understand how to respond to suspected or alleged abuse**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 describe signs and symptoms associated with the following types of abuse:		
a. physical abuse		
b. sexual abuse		
c. emotional/psychological abuse		
d. financial abuse		
e. institutional abuse		
f. self-neglect		
g. neglect by others		
h. discriminatory abuse		
2.2 explain actions to take if there are suspicions that an individual is being abused		
2.3 explain actions to take if an individual alleges that they are being abused		

2.4	explain how to raise concerns, including whistleblowing, when suspected abuse has been reported but procedure does not appear to have been followed		
	Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

3. **Outcome 3 Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 explain agreed protocols for working in partnership with other organisations		
3.2 explain own role in partnership working		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. **Outcome 4 Understand how to support others in safeguarding**

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
4.1 explain how to support **others** to raise concerns		
4.2 explain how to support **others** during the safeguarding process		
Type of evidence ➔		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

Unit 681   Understand safeguarding and protection in health and social care settings

City& Guilds

Declaration

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The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Appendix 1   Summary of City & Guilds assessment policies

Health and Safety

All centres have to make sure that they provide a safe and healthy environment for learning, including induction and assessment. City & Guilds external quality assurers check this when they visit assessment centres.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **www.cityandguilds.com**, City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds qualifications are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website **www.cityandguilds.com**, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website **www.cityandguilds.com** or is available from the City & Guilds Customer Relations Team or your centre.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com