

Qualification Specification

610/6283/2

iCQ Level 3 Certificate in Induction into Adult Social Care in Northern Ireland



Qualification Details

Title	iCQ Level 3 Certificate in Induction into Adult Social Care in Northern Ireland
Awarding Organisation	iCan Qualifications Limited
Fees Price List Url	https://icanqualify.net
Qualification Type	Occupational Qualification
Qualification Level	Level 3
Regulation Start Date	22/08/2025
Operational Start Date	22/08/2025
Offered In Northern Ireland	Yes
Assessment Language In English	Yes
Assessment Language In Irish	No
SSA	01.3 Health and Social Care
Total Credits	24
Min Credits at/above Level	16
Total Qualification Time	240
Guided Learning Hours	205
Overall Grading Type	Pass/Fail
Assessment Methods	<p>Portfolio of Evidence</p> <p>A range of assessment methods may be used, determined by the requirement for a learner to show knowledge and understanding.</p> <p>Written or verbal questions (with assessor records) or Assignment/Workbook may be used for all Learning Outcomes.</p> <p>When examples are asked for the amplification will advise how many are required.</p> <p>When answering questions or giving examples learners should reflect on own service user group and organisational context.</p> <p>iLearner</p> <p>Records and work examples (evidence) should be collated in a Portfolio. iCQ provides all recognised Centres with an online learner management system called iLearner. iLearner includes an ePortfolio which can be used to store evidence associated with Learning Outcomes and Assessment Criteria.</p> <p>Centres or their learners may elect to use an alternate ePortfolio or paper-based portfolio.</p>
Structure Requirements	To achieve this qualification, learners must complete all 9 mandatory units and one of the optional units. A total of 24 credits must be achieved.
Age Ranges	Pre-16 : N ; 16-18 : Y ; 18+ : N ; 19+ : Y
Qualification Objective	<p>The objectives of the iCQ Level 3 Certificate in Induction into Adult Social Care in Northern Ireland qualification are to enable learners to gain knowledge in key sector themes. These themes are designed to support the vision of employers providing integrated services and the portability of skills and knowledge across the adult care workforce in Northern Ireland.</p> <p>This qualification has been designed to meet Northern Ireland Social Care Council requirements. It supports the induction of learners who work or want to work in the adult care sector in Northern Ireland.</p>
CASS (marking and/or assessment)	Internally assessed
CASS (moderation or sampling)	Externally moderated
Learner minimum entry requirements	There are no minimum entry requirements; experience in the care sector is recommended.

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Qualification Details (... contd ...)

Level descriptor	Knowledge The learner has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.
Learner progression opportunities	This is a knowledge-based qualification which may be used as progression to a Level 3 competence qualification. Learners may also progress to the Level 3 Diploma in Health and Social Care (Adults) for Northern Ireland.
Qualification aim	The iCQ Level 3 Certificate in Induction into Adult Social Care in Northern Ireland will enable learners to develop the specialist knowledge and skills to enable them to work within a range of settings in Northern Ireland's health and social care services.
Qualification target group	This qualification is for learners working in a variety of health and social care settings in Northern Ireland. The qualification compliments the Level 3 Diploma in Health and Social Care (Adults) Northern Ireland, a practitioner level qualification in the Care in Practice (CiP) framework.
Recognition of prior learning (RPL)	Where a learner can demonstrate that they can meet a unit's requirements through knowledge and understanding they already possess (without undertaking any further development) they may claim RPL. The evidence the learner presents (as demonstrating their knowledge and understanding) must be sufficient, reliable, authentic and valid evidence for assessment. RPL is acceptable for accrediting a unit, several units, or the qualification.
Reasonable adjustments and special considerations	A copy of iCQ's iCQ Reasonable Adjustments and Special Considerations Policy is available on the iCQ website or by emailing support@icqawards.co.uk.
Policies	A copy of iCQ's Appeals Procedure, Malpractice Policy, Quality Assurance Policy and Centre Recognition Policy are available on the iCQ website or by emailing support@icqawards.co.uk.
Assessment strategy	Assessors and centres in Northern Ireland must adhere to the Design Principles determined by the Northern Ireland Social Care Council. These are incorporated within the Skills for Care Assessment Principles.
Assessor, IQA and EQA requirements	Assessment staff of this qualification must be able to demonstrate that they have the relevant occupational knowledge and occupational competence at Level 3 or above. This may be gained through experience gained from working within the care sector within the last 5 years and/or qualifications. Centre staff involved in the assessment and quality assurance process must have the required competence to carry out their role. This includes holding the relevant national assessor or IQA qualifications; relevant qualifications are detailed in the iCQ Centre Assessment Standards Scrutiny (CASS) Policy. Assessors and IQAs should regularly update their CPD record. Unqualified Assessors and IQAs must have their decisions counter-signed by a qualified and occupationally competent Assessor/IQA as appropriate. A detailed list of acceptable qualifications is outlined in the iCQ Centre Assessment Standards Scrutiny (CASS) Policy. iCQ EQAs will hold a relevant national EQA qualification and will be occupationally competent at Level 3 or above.

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Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
OAG) Overarching Group	Yes	0	10	10	24	24
↳ M) Mandatory Units	Yes	9	9	9	21	21
↳ O) Optional Units	Yes	2	1	1	3	3

Group M Mandatory Units

URN	Title	Level	GLH	Credit
A/601/8574	Principles of safeguarding and protection in health and social care	2	25	3
A/602/3113	Understand the role of the social care worker	2	9	1
H/651/4266	Understand health and safety in social care settings (NI)	3	46	5
K/651/4268	Principles of diversity, equality and inclusion in adult social care settings (NI)	3	20	2
L/651/7086	Principles of implementing duty of care in health, social care or children's and young people's settings	3	7	1
R/602/2906	Principles of communication in adult social care settings	3	16	2
R/602/3036	Principles of personal development in adult social care settings	3	17	2
R/602/3182	Understand person-centred approaches in adult social care settings	3	34	4
T/651/4270	Understand how to handle information in social care settings (NI)	3	9	1

Group O Optional Units

URN	Title	Level	GLH	Credit
L/651/4269	Understand employment responsibilities and rights in health, social care or children and young people's settings (NI)	2	22	3
M/651/4279	Understand how to safeguard the welfare of children and young people (NI)	2	24	3

Qualification Framework	RQF
Title	Principles of safeguarding and protection in health and social care
Unit Level	Level 2
Unit Sub Level	None
Guided Learning Hours	26
Unit Credit Value	3
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass
Assessment Guidance	Please refer to the Online iCQ Assessment Guidance .

Unit: A/601/8574 : Principles of safeguarding and protection in health and social care

Know how to recognise signs of abuse

Assessment Criteria

01 Define the following types of abuse: Physical abuse, Sexual abuse, Emotional/psychological abuse, Financial abuse, Institutional abuse, Self-neglect, Neglect by others.

02 Identify the signs and symptoms associated with each type of abuse

Describe **factors** that may contribute to an **individual** being more vulnerable to abuse

Amplification

03 **Factors:** may include:
a. a setting or situation
b. the individual

Individual: a person accessing care and support. The individuals, or individual will normally refer to the person or people that the learner is providing care and support for.

Know how to respond to suspected or alleged abuse

01 Explain the **actions** to take if there are suspicions that an individual is being abused

Amplification

The **actions** to take constitute the learner's responsibilities in responding to allegations or suspicions of abuse. The actions to take if the allegation or suspicion implicates:
a. A colleague b. Someone in the individual's personal network c. The learner d. The learner's line manager e. Others

06 Explain the **actions** to take if an individual alleges that they are being abused

Amplification

The **actions** to take constitute the learner's responsibilities in responding to allegations or suspicions of abuse. The actions to take if the allegation or suspicion implicates:
a. A colleague b. Someone in the individual's personal network c. The learner d. The learner's line manager e. Others

11 Identify ways to ensure that evidence of abuse is preserved

Understand the national and local context of safeguarding and protection from abuse

01 Identify **national policies** and **local systems** that relate to safeguarding and protection from abuse

Amplification

National policies: including, but not limited to current and relevant national policies.
Local systems: should include the appropriate detail and reference to:
a. employer/organisation policies and procedures
b. multi agency adult protection arrangements for a locality.

03 Explain the roles of different agencies in safeguarding and protecting individuals from abuse

04 Identify reports into serious failures to protect individuals from abuse

05 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse

Understand ways to reduce the likelihood of abuse

01 Explain how the likelihood of abuse may be reduced by working with **person-centred values**, encouraging **active participation**, promoting choice and rights

Amplification

Person-centred values include:
a. Individuality
b. Rights
c. Choice

Active participation: a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. d. Privacy
e. Independence
f. Dignity
g. Respect
h. Partnership

10 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse

Know how to recognise and report unsafe practices

01 Describe **unsafe practices** that may affect the well-being of individuals

Amplification

Unsafe practices: may include:
a. poor working practices
b. resource difficulties
c. operational difficulties

04 Explain the actions to take if **unsafe practices** have been identified

Amplification

Unsafe practices: may include:
a. poor working practices
b. resource difficulties
c. operational difficulties

07 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

Qualification Framework	RQF
Title	Understand the role of the social care worker
Unit Level	Level 2
Unit Sub Level	None
Guided Learning Hours	9
Unit Credit Value	1
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass
Assessment Guidance	Please refer to the Online iCQ Assessment Guidance .

Unit: A/602/3113 : Understand the role of the social care worker

Understand working relationships in social care settings

Assessment Criteria

- 01 Explain how a working relationship is different from a personal relationship.
- 02 Describe different working relationships in social care settings.

Understand the importance of working in ways that are agreed with the employer

- 01 Describe why it is important to adhere to the agreed scope of the job role.
 Outline what is meant by **agreed ways of working**.
- 02 Amplification
Agreed ways of working: these will include policies and procedures, job descriptions and less formal agreements and expected practices.
- 03 Amplification
 Explain the importance of having all up-to-date details of **agreed ways of working**.
Agreed ways of working: these will include policies and procedures, job descriptions and less formal agreements and expected practices.

Understand the importance of working in partnership with others

- 01 Explain why it is important to work in partnership with others.
- 02 Identify ways of working that can help improve partnership working.
 Identify skills and approaches needed for resolving **conflicts**
- 03 Amplification
Conflicts: in this context a conflict could be a disagreement, clash of opinions which could upset or harm the individual.
- 04 Amplification
 Explain how and when to access support and advice about partnership working and resolving **conflicts**
Conflicts: in this context a conflict could be a disagreement, clash of opinions which could upset or harm the individual.

Unit: H/651/4266 : Understand health and safety in social care settings (NI)

Understand the different responsibilities relating to health and safety in social care settings

Assessment Criteria

01	Identify legislation relating to health and safety in a social care setting Amplification Legislation: could include: a. Health and Safety at Work Act 1974 (HSWA) b. Manual Handling Operations Regulations 1992 (MHOR) c. The Management of Health and Safety at Work Regulations 1999 d. Provision and Use of Work Equipment Regulations 1998 (PUWER) e. Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)
06	Explain how health and safety policies and procedures: protect those in social care settings Amplification Policies and procedures: may include other agreed ways of working as well as formal policies and procedures.
07	Compare the differences in the main health and safety responsibilities of the social care worker, the employer or manager and others in the social care setting Amplification Others: in this context could include: a. Individuals accessing care and support services b. Carers, loved ones, family, friends of those accessing care and support services c. Colleagues and peers d. Professionals visiting the work setting e. Visitors to the work setting
12	Identify situations in which the responsibility for health and safety lies with the individual Amplification Individual: a person accessing care and support. The individual, or individuals will normally refer to the person of people that the learner is providing care and support to.
13	Explain why specific tasks should only be carried out with special training
14	Explain how to access additional support and information relating to health and safety
Understand risk assessments and their importance in relation to health and safety	
01	Explain why it is important to assess health and safety risks Explain the steps to carrying out a risk assessment
02	Amplification Risk assessment: a systematic process of evaluating the potential risks that may be involved in a specific task or activity.
03	Explain how to address potential health and safety risks identified
04	Explain how risk assessment can help address dilemmas between an individual's rights and health and safety concerns Amplification Dilemmas: situations in which a difficult choice has to be made. Could also be a disagreement, clash of opinions which could upset or harm the individual.
05	Explain how to promote health and safety within the social care setting
Understand procedures for responding to accidents and sudden illness	
01	Describe different types of accidents and sudden illness that may occur in a social care setting Explain procedures: to be followed if an accident or sudden illness should occur
02	Amplification Procedures: these will include policies and procedures, job descriptions and less formal agreements and expected practices.
03	Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders
04	Explain the consequences of failing to follow emergency first aid procedures
Understand how to reduce the spread of infection	
01	Describe the routes by which an infection can get into the body Explain the following prevention methods; hand washing, own personal hygiene, encouraging the individual's personal hygiene
02	Amplification Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
03	Evaluate different types of personal protective equipment and how they can prevent the spread of infection Amplification Personal Protective Equipment (PPE): this should include the different equipment recommended, available and donning/doffing and disposal.
04	Explain own role in supporting others to follow practices that reduce the spread of infection
Understand how to move and handle equipment and other objects safely	
01	Describe the main points of legislation that relates to moving and handling Amplification Legislation: could include: a. Health and Safety at Work Act 1974 (HSWA) b. Manual Handling Operations Regulations 1992 (MHOR) c. Management of Health and Safety at Work Regulations 1999 d. Provision and Use of Work Equipment Regulations 1998 (PUWER) e. Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) Moving and handling: may also be known "moving and positioning" or "moving and assisting" in adult social care.
07	Explain how following principles for safe moving and handling protects those in the social care setting from injury or harm: Amplification Moving and handling: may also be known "moving and positioning" or "moving and assisting" in adult social care.
08	Explain situations that may require additional supports necessary for safer moving and handling Amplification Moving and handling: may also be known "moving and positioning" or "moving and assisting" in adult social care.
09	Explain why it is important for moving and handling tasks to be carried out following specialist training Amplification Moving and handling: may also be known "moving and positioning" or "moving and assisting" in adult social care.
Understand the principles of assisting and moving an individual	
01	Explain why it is important to have specialist training before assisting and moving an individual Amplification Assisting and moving: may also be known "moving and positioning" or "moving and assisting" or "moving and handling" in adult social care. Individual: a person accessing care and support. The individual, or individuals will normally refer to the person of people that the learner is providing care and support to.
02	Explain the potential consequences of assisting and moving an individual without specialist training Amplification Assisting and moving: may also be known "moving and positioning" or "moving and assisting" or "moving and handling" in adult social care. Individual: a person accessing care and support. The individual, or individuals will normally refer to the person of people that the learner is providing care and support to.
03	Explain the consequences of not following an individual's care plan and fully engaging with them when assisting and moving Amplification Assisting and moving: may also be known "moving and positioning" or "moving and assisting" or "moving and handling" in adult social care. Individual: a person accessing care and support. The individual, or individuals will normally refer to the person of people that the learner is providing care and support to.
Understand how to handle hazardous substances	
01	Describe types of hazardous substances that may be found in the social care setting
02	Explain safe practices for storing hazardous substances, using hazardous substances and disposing of hazardous substances
03	Explain the dangers associated with not following these safe practices
Understand how to promote environmental safety procedures in the social care setting	

01	<p>Explain procedures to be followed in the social care setting to prevent:</p> <ul style="list-style-type: none"> 8.1.a. fire 8.1.b. gas leak 8.1.c. floods 8.1.d. intruding 8.1.e. security breach <p>Amplification</p> <p>Procedures: these will include policies and procedures, job descriptions and less formal agreements and expected practices.</p>
06	<p>Explain procedures to be followed in the social care setting to prevent:</p> <ul style="list-style-type: none"> 8.1.a. fire 8.1.b. gas leak 8.1.c. floods 8.1.d. intruding 8.1.e. security breach <p>Amplification</p> <p>Procedures: these will include policies and procedures, job descriptions and less formal agreements and expected practices.</p>
12	<p>Explain how you would encourage others to adhere to environmental safety procedures</p> <p>Amplification</p> <p>Procedures: these will include policies and procedures, job descriptions and less formal agreements and expected practices.</p>
14	<p>Explain the importance of having an emergency plan in place to deal with unforeseen incidents</p>
Understand how to manage stress	
01	Describe common signs and indicators of stress
02	Describe factors that tend to trigger own stress
03	Evaluate strategies for managing stress
Understand procedures regarding handling medication	
Describe the main points of agreed procedures about handling medication	
01	<p>Amplification</p> <p>Procedures: these will include policies and procedures, job descriptions and less formal agreements and expected practices.</p>
02	Explain why medication must only be handled following specialist training
03	Explain the consequences of handling medication without specialist training
Understand how to handle and store food safely	
Describe the main points of food safety standards in a social care setting	
01	<p>Amplification</p> <p>Standards: may include:</p> <ul style="list-style-type: none"> a. Codes of practice b. Regulations c. Minimum standards d. National occupational standards e. Any other standards and good practice relevant to the setting
06	Explain how to store food, maximise hygiene when handling food and dispose of food
07	<p>Explain the potential consequences of not following food safety standards</p> <p>Amplification</p> <p>Standards: may include:</p> <ul style="list-style-type: none"> a. Codes of practice b. Regulations c. Minimum standards d. National occupational standards e. Any other standards and good practice relevant to the setting

Unit: K/651/4268 : Principles of diversity, equality and inclusion in adult social care settings (NI)

Understand the importance of diversity, equality and inclusion	
Assessment Criteria	
01	Explain what is meant by: diversity, equality, inclusion and discrimination
	Describe the potential effects of discrimination
02	Amplification Effects: could also include assumptions and may include effects on the individual, their mental health, their loved ones, those who inflict discrimination and the wider community and society
03	Explain the importance of inclusive practice in promoting equality and supporting diversity
Know how to work in an inclusive way	
	Describe key legislation relating to diversity, equality, inclusion and discrimination in adult social care settings to include:
	Amplification Legislation: these must relate to equality, diversity, inclusion, discrimination, and human rights and may include: a. Equality Act 2010, where applicable to Northern Ireland b. Disability Discrimination Act 1995c. Sex Discrimination (Northern Ireland) Order 1976 d. Race Relations (Northern Ireland) Order 1997 e. Employment Equality (Sexual Orientation) Regulations (Northern Ireland) 2003 f. Employment Equality (Age) Regulations (Northern Ireland) 2006 g. Employment Rights (Northern Ireland) Order 1996 h. Human Rights Act 1998 i. Health and Social Care Act (NI) 2012 j. Mental Capacity Act (NI) 2016
01	
	Describe codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
	Amplification Codes of practice: These must relate to equality, diversity, inclusion, discrimination, and human rights and may include: a. Code of Conduct b. Job description
10	
	Explain the possible consequences of not actively complying with legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult social care settings
	Legislation and codes of practice: these must relate to equality, diversity, inclusion, discrimination, and human rights and may include:
	Amplification a. Equality Act 2010, where applicable to Northern Ireland b. Disability Discrimination Act 1995c. Sex Discrimination (Northern Ireland) Order 1976 d. Race Relations (Northern Ireland) Order 1997 e. Employment Equality (Sexual Orientation) Regulations (Northern Ireland) 2003 f. Employment Equality (Age) Regulations (Northern Ireland) 2006 g. Employment Rights (Northern Ireland) Order 1996 h. Human Rights Act 1998 i. Health and Social Care Act (NI) 2012 j. Mental Capacity Act (NI) 2016
12	
22	Describe how own beliefs, culture, values and preferences may affect working practice
	Describe ways to ensure that own interactions with individuals respect their beliefs, culture, values and preferences
23	Amplification Individuals: a person accessing care and support. The individuals, or individual will normally refer to the person or people that the learner is providing care and support for.
	Compare inclusive practice with practice which excludes an individual
24	Amplification Individual: a person accessing care and support. The individuals, or individual will normally refer to the person or people that the learner is providing care and support for.
Understand how to raise awareness of diversity, equality and inclusion	
01	Describe how to challenge discrimination in a way that promotes change
02	Explain how to raise awareness of diversity, equality and inclusion
	Explain how to support others to promote diversity, equality and inclusion
	Amplification
03	Others: in this context, can refer to everyone a learner is likely to come in to contact with, including: a. carers, loved ones, family, friends of those accessing care and support services b. colleagues and peers, managers, and supervisors c. professionals from other services d. volunteers, visitors to the work setting and members of the community.

Understand how duty of care contributes to safe practice

Assessment Criteria

01	Explain what it means to have a duty of care in own work role
02	Explain how duty of care contributes to the safeguarding or protection of individuals Amplification Individual: a person accessing care and support. The individual, or individuals will normally refer to the person of people that the learner if providing care and support to.
Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	
01	Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights Amplification Individual: a person accessing care and support. The individual, or individuals will normally refer to the person of people that the learner if providing care and support to.
02	Describe how to manage risks associated with conflicts or dilemmas between individual's rights and the duty of care Amplification Individual: a person accessing care and support. The individual, or individuals will normally refer to the person of people that the learner if providing care and support to.
03	Explain where to get additional support and advice about conflicts and dilemmas
Know how to respond to complaints	
01	Describe how to respond to complaints
02	Explain the main points of agreed procedures for handling complaints

Qualification Framework	RQF
Title	Principles of communication in adult social care settings
Unit Level	Level 3
Unit Sub Level	None
Guided Learning Hours	17
Unit Credit Value	2
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass
Assessment Guidance	Please refer to the Online iCQ Assessment Guidance .

Unit: R/602/2906 : Principles of communication in adult social care settings

Understand why effective communication is important in adult social care settings

Assessment Criteria

01 Identify the different reasons people communicate

Explain how communication can affect relationships in **adult social care settings**.

Amplification

02 Adult social care setting: may include one specific location or a range of locations depending on the context of the learner's role and should encompass everyone the learner communicates with, but not limited to:

- a. individuals accessing care and support services
- b. peers, team members, other colleagues, managers, and senior management
- c. the friends, family and loved ones of those accessing care and support services
- d. paid workers and volunteers from other organisations and teams.

Understand how to meet the communication and language needs, wishes and preferences of an individual

Compare ways to establish the communication and language **needs, wishes, preferences, of an individual.**

Needs, wishes and preferences: these may change over time and may be based on:

- a. experiences
- b. desires
- c. values
- d. beliefs
- e. culture

Individual: a person accessing care and support. The individuals, or individual, will normally refer to the people or persons the learner is providing care and support for.

07 Describe the factors to consider when promoting effective communication

Describe a range of communication **methods and styles** to meet individual needs.

Amplification

Methods and styles: can support individuals to communicate in a way they understand. This could include but is not limited to:

- a. signs
- b. symbols
- c. pictures
- d. objects of reference
- e. communication boards
- f. Makaton
- g. British Sign Language
- h. hearing aids
- i. glasses
- j. braille
- k. verbal communication
- l. technical aids

09 Explain why it is important to respond to an individual's reactions when communicating

Amplification

Individual: a person accessing care and support. The individuals, or individual, will normally refer to the people or persons the learner is providing care and support for.

Understand how to overcome barriers to communication

Explain how **individuals** from different backgrounds may use communication methods in different ways

01 Amplification

Individuals: a person accessing care and support. The individuals, or individual, will normally refer to the people or persons the learner is providing care and support for.

Identify **barriers** to effective communication

Amplification

Barriers: may include but are not limited to

- A. Environment
- B. Time
- C. Own physical, emotional, or psychological state
- D. Own skills, abilities, or confidence to use communication aids, assistive technologies, and digital communication tools
- E. Own or others' prejudices
- F. Conflict
- G. Language barriers
- H. Cultural barriers

10 Explain how to overcome barriers to communication

Amplification

Barriers: may include but are not limited to

- A. Environment
- B. Time
- C. Own physical, emotional, or psychological state
- D. Own skills, abilities, or confidence to use communication aids, assistive technologies, and digital communication tools
- E. Own or others' prejudices
- F. Conflict
- G. Language barriers
- H. Cultural barriers

18 Describe strategies that can be used to clarify misunderstandings

Explain how to access:

- 3.5a. extra support
- 3.5b. services to enable individuals to communicate effectively

19 Amplification

Extra support and services may include:

- 3.5a - translation services
- 3.5b - interpretation services
- 3.5c - speech and language services
- 3.5d - advocacy services
- 3.5e - occupational therapy services

Understand principles and practices relating to confidentiality

01 Explain the meaning of the term "confidentiality"

02 Describe ways to maintain confidentiality in day to day communication

	<p>Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others</p> <p>Amplification</p> <p>03 Potential tension: in this context this could be:</p> <ul style="list-style-type: none">a. disagreementb. clash of opinions which could upset or harmc. a situation in which a difficult choice has to be made
06	Explain how and when to seek advice about confidentiality

Qualification Framework	RQF
Title	Principles of personal development in adult social care settings
Unit Level	Level 3
Unit Sub Level	None
Guided Learning Hours	19
Unit Credit Value	2
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass
Assessment Guidance	Please refer to the Online iCQ Assessment Guidance .

Unit: R/602/3036 : Principles of personal development in adult social care settings

Understand how to reflect on practice in adult social care

Assessment Criteria

01	Explain what reflective practice is
02	Explain the importance of reflective practice in continuously improving the quality of service provided
03	Explain how standards inform reflective practice in adult social care. Amplification Standards: may include: a. codes of practice b. regulations c. minimum standards d. any other standards relevant to the service e. any best practice relevant to the service
08	Describe how own values, belief systems and experiences may affect working practice

Understand the importance of feedback in improving own practice

01	Explain how people may react and respond to receiving constructive feedback Amplification Constructive feedback: in this context is feedback aimed at helping to become more effective in role. It can achieve this by highlighting strengths, weaknesses, growth opportunities, or new perspectives
02	Explain the importance of seeking feedback to improve practice and inform development
03	Explain the importance of using feedback in improving own practice

Know how a personal development plan can contribute to own learning and development

01	Describe the components of a personal development plan Amplification Personal development plan: may be known by different names but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives and timescales for review.
02	Identify sources of support for planning and reviewing own development. Amplification Sources of support: may include: a. Formal or informal support b. Support mechanisms provided throughout induction period c. Supervision d. Appraisal e. Peer support f. Within and outside the organisation
08	Explain the role of others in the development of a personal development plan in identifying strengths and areas for development Amplification Others: in this context, could refer to others the learner has contact with: a. friends, family and loved ones of those accessing care and support services b. peers, team members and senior colleagues c. managers and senior management d. professionals from other organisations involved in the individual's care. Personal development plan: may be known by different names but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives and timescales for review.
13	Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding Personal development plan: may be known by different names but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives and timescales for review.

Qualification Framework	RQF
Title	Understand person-centred approaches in adult social care settings
Unit Level	Level 3
Unit Sub Level	None
Guided Learning Hours	37
Unit Credit Value	4
SSAs	1.3 Health and Social Care
Unit Grading Structure	Pass
Assessment Guidance	Please refer to the Online iCQ Assessment Guidance .

Unit: R/602/3182 : Understand person-centred approaches in adult social care settings

Understand person-centred approaches in adult social care

Assessment Criteria

01	Describe person-centred approaches to include: 1.1.a. individuality 1.1.b. independence 1.1.c. privacy 1.1.d. partnership 1.1.e. choice 1.1.f. dignity 1.1.g. respect 1.1.h. rights 1.1.i. empathy
10	Explain why person-centred values must influence all aspects of social care work to include: 1.2.a. individuality 1.2.b. independence 1.2.c. privacy 1.2.d. partnership 1.2.e. choice 1.2.f. dignity 1.2.g. respect 1.2.h. rights 1.2.i. empathy
19	Explain how person-centred values should influence all aspects of social care work to include: 1.3.a. individuality 1.3.b. independence 1.3.c. privacy 1.3.d. partnership 1.3.e. choice 1.3.f. dignity 1.3.g. respect 1.3.h. rights 1.3.i. empathy

Understand how to implement a person-centred approach in an adult social care setting

01	Explain how finding out the history, preferences, wishes and needs of an individual contributes to their care plan Amplification Individual and Individuals: a person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for.
02	Describe ways to put person-centred values into practice in a complex or sensitive situation to include: 2.2.a individuality 2.2.b independence 2.2.c privacy 2.2.d partnership 2.2.e choice 2.2.f dignity 2.2.g respect 2.2.h rights 2.2.i empathy
11	Evaluate the use of care plans in applying person-centred values to include: 2.2.a individuality 2.2.b independence 2.2.c privacy 2.2.d partnership 2.2.e choice 2.2.f dignity 2.2.g respect 2.2.h rights 2.2.i empathy
20	Explain the importance of monitoring an individual's changing needs or preferences: Amplification Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for.

Understand the importance of establishing consent when providing care or support

01	Describe factors that influence the capacity of an individual to express consent Amplification Capacity: means the ability to use and understand information to make a decision, at the time a decision needs to be made. Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for.
03	Explain how to establish consent for an activity or action
04	Explain what steps to take if consent cannot be readily established

Understand how to implement and promote active participation

01	Explain the principles of active participation Amplification Active participation: a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible.
02	Explain how holistic needs of an individual can be addressed by active participation Amplification Holistic: the treatment of the whole person, considering mental and social factors, rather than just the symptoms of an illness. Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for.
04	Explain how to work with an individual and others to agree how active participation will be implemented Amplification Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for.
05	Explain how to promote the understanding and use of active participation Amplification Active participation: a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible.

Understand how to support an individual's right to make choices

	Describe different approaches to support an individual to make informed choices
01	Amplification Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for.
	Describe how to support an individual to question or challenge decisions concerning them that are made by others
02	Amplification Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for.
	Explain the consequences of allowing the personal views of others to influence an individual's choices
03	Amplification Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for.
Understand how to promote an individual's well-being	
01	Explain the links between identity, self-image and self-esteem
	Explain factors that contribute to the well-being of an individual
02	Amplification Well-being: is a broad concept referring to the person's quality of life. It considers health, happiness, and comfort. It may include aspects of social, emotional, cultural, mental, intellectual, economic, physical, and spiritual well-being.
	Explain the importance of supporting an individual in a way that promotes their sense of identity, self-image and self-esteem
03	Amplification Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people the learner is providing care and support for.
	Describe ways to contribute to an environment that promotes well-being
04	Amplification Well-being: is a broad concept referring to the person's quality of life. It considers health, happiness, and comfort. It may include aspects of social, emotional, cultural, mental, intellectual, economic, physical, and spiritual well-being.
Understand the role of risk assessment in enabling a person-centred approach	
	Compare different uses of risk assessment in adult social care settings
01	Amplification Risk Assessment: should include being able to use the risk assessment process positively to enable individuals to take risks they choose (positive risk taking).
	Explain how risk assessment relates to rights and responsibilities
02	Amplification Risk Assessment: should include being able to use the risk assessment process positively to enable individuals to take risks they choose (positive risk taking).
03	Explain how risk-taking relates to rights and responsibilities
	Explain why risk assessments need to be regularly revised
04	Amplification Risk Assessments: should include being able to use the risk assessment process positively to enable individuals to take risks they choose (positive risk taking).
	Explain the importance of using agreed risk assessment processes to support choice
05	Amplification Risk Assessment: should include being able to use the risk assessment process positively to enable individuals to take risks they choose (positive risk taking).

Unit: T/651/4270 : Understand how to handle information in social care settings (NI)

Understand requirements for handling of information in social care settings

Assessment Criteria

	Identify legislation and codes of practice that relate to handling information in social care settings
	Amplification
	Legislation and codes of practice: the learner should consider how different legislation impacts practice. This may include, but is not limited to:
01	<ul style="list-style-type: none"> a. Data Protection Act 2018 b. General Data Protection Regulation (GDPR) 2016 c. Freedom of Information Act 2000 d. Care Act 2014 e. Health and Social Care Act 2012 f. Human Rights Act 1998 g. Mental Capacity Act (Northern Ireland) 2016 h. Deprivation of Liberty Safeguards / Liberty Protection Safeguards
	Explain how legal requirements and codes of practice inform practice in handling information
	Amplification
	Legislation and codes of practice: the learner should consider how different legislation impacts practice. This may include, but is not limited to:
09	<ul style="list-style-type: none"> a. Data Protection Act 2018 b. General Data Protection Regulation (GDPR) 2016 c. Freedom of Information Act 2000 d. Care Act 2014 e. Health and Social Care Act 2012 f. Human Rights Act 1998 g. Mental Capacity Act (Northern Ireland) 2016 h. Deprivation of Liberty Safeguards / Liberty Protection Safeguards
Understand good practice in handling information in social care settings	
01	Explain how to maintain records that are up to date, complete, accurate and legible
	Describe practices that ensure security when storing and accessing information
02	Amplification
	Security: for accessing, recording, storing, and sharing of information. This includes both manual/written recording and electronic systems where learners are required to use different systems within the setting.
	Describe features of manual and electronic information storage systems that help ensure security
03	Amplification
	Security: for accessing, recording, storing, and sharing of information. This includes both manual/written recording and electronic systems where learners are required to use different systems within the setting.
Understand how to support others to handle information	
01	Explain how to support others to understand the need for secure handling of information
02	Explain how to support others to understand and contribute to records

Unit: L/651/4269 : Understand employment responsibilities and rights in health, social care or children and young people's settings (NI)

Know the statutory responsibilities and rights of employees and employers within own area of work

Assessment Criteria

01	List the aspects of employment covered by law
	List the main features of current employment legislation
	Amplification
	Legislation: could include:
02	a. The Employment Rights Act 1996 b. Equality Act 2010 c. National Minimum Wage Act 1998 d. Employment Relations Act 1999 e. Transfer of Undertakings (Protection of Employment) Regulations 2006 f. Agency Workers Regulations 2010 g. Data Protection Act 2018 h. General Data Protection Regulations 2016
	Outline why legislation relating to employment exists
	Amplification
	Legislation: could include:
10	a. The Employment Rights Act 1996 b. Equality Act 2010 c. National Minimum Wage Act 1998 d. Employment Relations Act 1999 e. Transfer of Undertakings (Protection of Employment) Regulations 2006 f. Agency Workers Regulations 2010 g. Data Protection Act 2018 h. General Data Protection Regulations 2016
	Identify sources and types of information and advice available in relation to employment responsibilities and rights
	Amplification
	Sources and types of information and advice: may include:
18	a. Formal or informal support b. Support mechanisms provided throughout induction period c. Supervision d. Appraisal e. Peer support f. From within and outside the organisation
Understand agreed ways of working that protect own relationship with employer	
01	Describe the terms and conditions of own contract of employment
02	Describe the information shown on own pay statement
	Describe the procedures to follow in event of a grievance
03	Amplification
	Grievance: an official statement of a complaint over something believed to be wrong or unfair.
04	Identify the personal information that must be kept up to date with own employer
	Explain agreed ways of working with employer
05	Amplification
	Agreed ways of working: these will include policies and procedures, job descriptions and less formal agreements and expected practices.
Understand how own role fits within the wider context of the sector	
01	Explain how own role fits within the delivery of the service provided
02	Explain the effect of own role on service provision
03	Describe how own role links to the wider sector
04	Describe the main roles and responsibilities of representative bodies that influence the wider sector
Understand career pathways available within own and related sectors	
01	Describe different types of occupational opportunities
	Identify sources of information related to a chosen career pathway.
	Sources of information: may include:
	Amplification
02	a. Formal or informal support b. Support mechanisms provided throughout induction period c. Supervision d. Appraisal e. Peer support f. Within and outside the organisation
08	Identify next steps in own career pathway
Understand how issues of public concern may affect the image and delivery of services in the sector	
01	Identify occasions where the public have raised concerns regarding issues within the sector
02	Outline different viewpoints around an issue of public concern relevant to the sector
03	Describe how issues of public concern have altered public views of the sector Describe recent changes in service delivery which have affected own area of work
04	Describe recent changes in service delivery which have affected own area of work

Unit: M/651/4279 : Understand how to safeguard the welfare of children and young people (NI)

Know the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people

Assessment Criteria

01	<p>Identify current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety</p> <p>Amplification</p> <p>Legislation, guidelines, policies and procedures: could include:</p> <ul style="list-style-type: none"> a. Safeguarding Vulnerable Groups (Northern Ireland) Order 2007 b. Safeguarding Board Act (Northern Ireland) 2011 c. Protection of Freedoms Act 2012 d. Data Protection Act 2018 e. General Data Protection Regulation (GDPR) 2016 f. Online Safety Act 2024 g. The Children (Northern Ireland) Order 1995 h. Equality Act 2010 i. The Children's Act (UK) 1989
10	<p>Describe the roles of different agencies involved in safeguarding the welfare of children and young people in the workplace</p> <p>Amplification</p> <p>Workplace: in this context may include one specific location or a range of locations depending on the context of the learner's role.</p>
<p>Understand how to safeguard children, young people and practitioners in the workplace</p>	
01	<p>Describe how practitioners can protect themselves from allegations and complaints within their everyday practice</p> <p>Amplification</p> <p>Complaints: as per agreed ways of working in the setting.</p>
02	<p>Identify ways in which concerns about poor practice can be reported whilst protecting whistleblowers</p>
03	<p>Identify ways in which concerns about poor practice can be reported whilst protecting those whose practice or behaviour is being questioned</p>
05	<p>Identify where to access sources of support where concerns have not been addressed</p> <p>Amplification</p> <p>Sources of support: may include:</p> <ul style="list-style-type: none"> a. formal or informal support b. support mechanisms provided throughout induction period c. supervision d. appraisal e. peer support f. within and outside the organisation g. policies and procedures h. agreed ways of working
<p>Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied</p>	
01	<p>Identify the characteristics of different types of abuse to include:</p> <ul style="list-style-type: none"> 3.1a. physical abuse 3.1b. sexual abuse (including child sexual exploitation) 3.1c. emotional/psychological abuse 3.1d. neglect.
05	<p>Describe actions to take in response to evidence, allegations or concerns that a child or young person has been abused, harmed or bullied, or may be at risk of harm, abuse or bullying</p> <p>Amplification</p> <p>Response: this should include raising concerns in accordance with employer/organisational policies and procedures and local multi-agency arrangements. This should also consider any relevant legislation.</p>
06	<p>Describe actions to take in response to evidence, allegations or concerns that a child or young person has self-harmed or may be at risk of self-harm</p> <p>Amplification</p> <p>Response: this should include raising concerns in accordance with employer/organisational policies and procedures and local multi-agency arrangements. This should also consider any relevant legislation.</p>
07	<p>Describe the principles of confidentiality and when information must be shared</p>
08	<p>Describe the boundaries of confidentiality and when information must be shared</p>