



Arrangements for:
Professional Development Award in
Health and Social Care:
Personalisation in Practice at
SCQF level 8

Group Award Code: GD7R 48

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1 Introduction

This is the Arrangements Document for the Group Award PDA in Health and Social: Personalisation in Practice at Scottish Credit and Qualification Framework (SCQF) Level 8, which was validated in October 2011. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The award is aligned to both the National Occupational Standards (NOS) in Community Development Work and the NOS in Health and Social Care. This new Group Award has been designed to provide a robust and certificated award which equips individuals with a range of knowledge, skills and values that will enable them to support the transformation of public service delivery. This transformation demands that the design and delivery of public services are co-produced with citizens to enable them to achieve more choice and control.

This document includes background information on the development of the award, its aims, guidance on access, delivery, assessment and verification and details of the award structure.

2 Rationale for the development of the Group Award

The PDA in Health and Social Care: Personalisation in Practice at SCQF level 8 GD7R 48 is a new development that was proposed by the Scottish Consortium for Learning Disability (SCLD) following the development of the 'Values into Practice Framework for Local Area Co-ordination' (SCLD, 2010). This framework provides an outline of Local Area Co-ordination practice and outcomes. Local Area Co-ordination was introduced to Scotland as one of the key recommendations in The same as you? review of services for people with learning disabilities. [Scottish Government, 2000]

As the role has developed and become embedded in Scotland there has been an increasing recognition that the Local Area Co-ordination approach could effectively support people facing a range of issues throughout their lifespan. On completion of the Local Area Co-ordination practice framework the team recognised that the values, principles, core practice statements, outcomes and work areas could be developed into an award course to support the wider health and social care workforce to meet the challenges of the personalisation agenda.

Personalisation is defined by the Changing Lives Service Development Group as an approach that:

'enables the individual alone, or in groups, to find the right solutions for them and to participate in the delivery of a service. From being a recipient of services, citizens can become actively involved in selecting and shaping the services they receive.' [Scottish Government, 2009]

In the last decade there has been an increasing emphasis in public policy in Scotland away from service-led approaches where individuals are passive recipients of care and support towards more personalised approaches. In 2010 the Scottish Government published their 10 year strategy for Self-Directed Support (SDS).

It is expected that legislation will follow in the forthcoming parliamentary session. The Self-Directed Support (SDS) strategy and draft SDS Bill emphasises a radical shift in the way that people receive their support alongside recognition of the importance of active citizenship for all people. Thus in the context of personalisation and Self-Directed Support the role of workers in relation to the person they are supporting will shift.

This shift has enormous implications for a wide range of service planning and delivery roles. In this context frontline workers will be required to reflect on their own values and the importance of power dynamics across and between workers, individuals, groups and communities. According to the Social Care Institute for Excellence, personalisation means that frontline staff need to:

'have the confidence and responsibility to challenge and change traditional methods of working'. [SCIE, Personalisation briefing: Implications for community learning disability staff accessed 5/9/11]

It is widely recognised that there are significant education, training and skills development implications for the workforce as a result of the transition to personalisation and SDS. This point is reinforced in the findings published in the Scottish Government evaluation of the personalisation test sites (2011) which has identified a need for staff training at a national and local level to support the implementation of Self-Directed Support. Recommendation 14 in this report states that:

'A multi-pronged training strategy is essential and needs to inform action by practitioners in parallel with driving culture change and knowledge and skills development on a wider basis.' [Scottish Government, 2011]

This award has been developed to support workers in a wide range of roles to develop the knowledge and skills that underpin this transformation of public service delivery and to reflect on the values and principles that underpin this shift. Personalisation has the potential to increase inclusion, independence and improve people's quality of life, and also to reduce health inequalities for different communities.

'Personalisation means thinking about care and support services in an entirely different way. This means starting with the person as an individual with strengths, preferences and aspirations and putting them at the centre of the process of identifying their needs and making choices about how and when they are supported to live their lives.' [SCIE, Personalisation briefing: Implications for personal assistants (PAs), accessed 5/9/11]

The Disabled Peoples' Movement in the UK and Scotland has been at the forefront of driving forward the move towards more personalised and creative approaches to supporting people. Co-production is integral to the implementation of values based, personalised health and social care practice. This means working in true partnership with individuals and communities in the design and delivery of public services.

The Self-Directed Support Scotland website states that:

'Self-Directed Support is part of creating a healthier nation with stronger and safer communities and is key to achieving a fairer and wealthier Scotland. It puts the principles of independent living into practice and enables people to be active citizens in their communities. Like the social model of disability, it is about reducing or removing the physical, organisational or attitudinal barriers that people may experience in the world around them.'

<http://www.selfdirectedsupportscotland.org.uk/professional-and-support-organisations>

In August 2011, the Qualification Design Team (QDT) undertook a sector consultation in the form of an online survey. The aim of the survey was to identify the extent to which the proposed qualification, addressed key educational and training issues that arise from the transition to personalisation of public services. The survey included an overview of the purpose of the award and an outline of the Learning Outcomes for each Unit. Respondents were asked to provide background information about their organisation, role and sector. The survey then asked a series of general questions about the perceived relevance, value and interest in the award. This was followed by a series of more focused questions about the structure and content in order to identify whether or not the proposed Units and learning Outcomes were 'fit for purpose'. Respondents were encouraged to provide extended answers to the questions.

In total the survey received 41 responses and over 92% of those who answered said they would be interested in the proposed award. The responses received came from a wide range of sectors incorporating Further Education and employers from childcare, adult residential care, social work and Disabled Peoples' organisations. Over 95% of those that answered agreed that the award would be of value to the sector. When asked to comment on the Learning Outcomes for the three Units over 88% who answered said that the Outcomes were 'fit for purpose'.

In response to the survey some minor amendments were made to Health and Social Care: Community Development Approaches to Personalisation in Practice (FX34 35) and the guidance notes now incorporate a clearer emphasis on the importance of defining and understanding the diverse interpretations of 'community'.

2.2 Target groups

This award is aimed primarily at candidates who wish to develop their skills, knowledge and understanding of working with individuals and groups in a personalised way. The primary target group consists of individuals who are experienced and qualified practitioners with qualifications which may include:

- ◆ HNC in Social Care
- ◆ SVQs in Health and Social Care level 3
- ◆ HNC in Early Education and Childcare
- ◆ SVQ in Children's Care Learning and Development level 3
- ◆ SVQ in Community Development Work level 3
- ◆ HNC Healthcare
- ◆ SVQs 3 Healthcare Support (Clinical and Non-clinical)
- ◆ Other relevant professional awards, for example Nursing, Social Work and Community Learning and Development.

Research into the implementation of Self-Directed Support has asserted that it is important that there is a proactive approach to service user engagement. The government report 'Evaluation of Self-Directed Support Test Sites in Scotland'(2011) made two recommendations which advocate the importance of 'collective and strategic' user involvement and capacity building for local disability organisations as central to implementation of SDS policy and practice. Therefore in addition to the professional groups identified above this award will also be relevant to people who receive support services; activists and workers from Disabled Peoples' Organisations and carers' groups.

2.3 Continuous professional development

The PDA has been designed in such a way that candidate's can choose to undertake the full Group Award or specific Units from the Group Award that meet their individual needs, as part of certificated professional development. Thus allowing an opportunity for those who wish to further the development of their skills to gain formal recognition.

Given that many practitioners are required to demonstrate evidence of continuous professional development as part of ongoing Scottish Social Services Council (SSSC) registration requirements, it seems opportune that they should be able to do this with certificated Units which can also contribute towards a full Group Award.

Achievement of the PDA in Health and Social Care: Personalisation in Practice at SCQF level 8 (GD7R 48) may offer an opportunity to candidates to progress to further professional qualifications and to seek some recognition of prior learning from their studies.

Candidates who successfully complete the Health and Social Care: Personalisation in Practice at SCQF level 8 may seek to progress to:

- ◆ SVQs in Health and Social Care level 4
- ◆ SVQ in Children's Care Learning and Development level 4
- ◆ HND Social Services
- ◆ HND Childhood Practice
- ◆ HNC/D Care and Administrative Practice
- ◆ SVQ in Community Development Work level 4
- ◆ Relevant HEI qualifications eg, Social Work, Community Education, Teaching, Nursing or Allied Health Professions

It should be noted that entry will be at the discretion of the receiving institution and dependent on the individual candidate's circumstances.

2.4 Links to national standards

The Units in this award may provide some links into Units within the National Occupational Standards for Health and Social Care and Community Development Work. The mapping of the Units and Outcomes against the standards is shown in **Appendices 1 and 2**.

3 Aims of the Group Award

The overall aim of this award is to develop knowledge and skills in personalisation in practice in health and social care services and develop critical awareness related to the application of these knowledge and skills.

The main aim of the PDA in Health and Social Care: Personalisation in Practice at SCQF level 8 (GD7R 48) is to allow learners to advance their knowledge using theoretical underpinnings and practical application to support their practice. Learners may also use this qualification as progression into higher level study.

It also aims to meet the needs of employers throughout Scotland in terms of addressing the diverse needs of the workforce in relation to their job roles.

3.1 General aims of the Group Award

The general aims of the Group Award are:

- ◆ Develop and strengthen critical and evaluative thinking
- ◆ Develop skills and confidence in leading others
- ◆ Enhance employability as a practitioner, leader or manager in service delivery across a wide range of sectors
- ◆ Support capacity building in Disabled Peoples' Organisations
- ◆ Develop Core/transferrable Skills in Communication, Problem Solving, Working with Others and Information and Communication Technology
- ◆ Develop individual autonomy and initiative

3.1 General aims of the Group Award (cont)

Contribute to the development of stronger and more effective leadership in health and social care services

- ◆ Enable progression within the SCQF, including progression to HEI
- ◆ Strengthen personal effectiveness
- ◆ Develop reflective practice

3.2 Specific aims of the Group Award

In particular, the award will equip candidates with the knowledge, skills and understanding required to prepare for work with individuals and groups to support the transition to more personalised ways of supporting people. The award is designed to support a wide range of workers across the public, private and voluntary sectors to reflect on the values and principles that underpin the cultural shift in support delivery that is outlined in the 10 year SDS Strategy.

This PDA in Health and Social Care: Personalisation in Practice at SCQF level 8 will provide candidates with the opportunity to progress through the Units in the award and to develop their confidence and competence in their practice.

The qualification has the following specific aims to enable candidates evaluate their role as workers through being able to:

- ◆ Develop their knowledge of legislation and policy frameworks related to personalisation in practice.
- ◆ Reflect on the value of community development approaches.
- ◆ Develop their understanding of personalisation, co-production and inclusion.
- ◆ Critically reflect on the processes of and implementation of Self-Directed Support.
- ◆ Critically reflect on methods of working to build community connections and approaches to facilitating participation and partnerships.

4 Access to Group Award

Candidates wishing to undertake this award should be able to demonstrate effective communication and interpersonal skills and be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs, both personal and organisational.

This may be demonstrated by achievement of the following relevant qualifications at SCQF level 7 or above with relevant experience in a health and social care or other relevant setting:

- ◆ SVQs in Health and Social Care level 3
- ◆ SVQ in Children's Care Learning and Development level 3
- ◆ SVQ in Community Development Work level 3
- ◆ SVQ 3 Healthcare Support (clinical and non-clinical)
- ◆ HNC Social Care
- ◆ HNC Early Education and Childcare
- ◆ HNC Health Care
- ◆ PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 (under development title tbc)

Candidates should have good written and oral communication skills which can be evidenced by a qualification at SCQF level 6 or above.

The recommended Core Skills entry profile for the PDA in Health and Social Care: Personalisation in Practice at SCQF level 8 (GD7R 48) is as follows:

- ◆ *Communication* at SCQF level 6
- ◆ *Problem Solving* at SCQF level 6
- ◆ *Information and Communication Technology* at SCQF level 5
- ◆ *Working with Others* at SCQF level 6

The recommended Core Skills entry level has been adopted to allow candidates from a wide range of backgrounds to access the award. The skills to undertake this Group Award could also be demonstrated by the process of application and interview and evidence from the workplace.

Candidates should be aware that evidence of work or practice cited towards establishing entry criteria, or used towards assessment at any level, should not be outdated and should have acceptable currency. They would be expected to evidence some knowledge of the role of a health and social care worker. The evidence may be provided in a variety of formats eg through an employer's reference or the process of application and interview in the absence of certificated learning.

Acceptance of relevant equivalent qualifications and /or experience is at the discretion of centres delivering the award. Centres should exercise their judgement in such circumstances and attention is drawn to the fact that this award is at SCQF level 8.

5 Structure of the award

5.1 Conditions of the award

The award is achieved on the successful attainment of all three mandatory Units. The award comprises a total of 24 SCQF credits, 8 SCQF credits at SCQF level 7 and 16 SCQF credits at SCQF level 8.

5.2 Framework

Mandatory Units

24 SCQF credits must be selected

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Health and Social Care: Personalisation in Practice	FM96 34	8	7	1
Health and Social Care: Community Development Approaches to Personalisation in Practice	FX34 35	8	8	1
Health and Social Care: Implementing Personalisation and Self-Directed Support	FX35 35	8	8	1

5.3 Articulation, professional recognition and credit transfer

It is expected that centres delivering the award implement Recognition of Prior Learning (RPL) mechanisms and policies. The document entitled Recognition of Prior Informal Learning (PPL): guidance and resources for mentors and learners, SSSC 2007 provides guidance on the mechanisms, policies and support. Implementation of the guidelines helps ensure consistent RPL policies across Scotland.

The purpose of the guidelines is to assist providers in developing and operating processes of recognising prior learning within the suite of Health and Social Care Qualifications. The guidelines are applicable to the PDA in Health and Social Care: Personalisation in Practice at SCQF level 8. The guidelines define what is meant by RPL and explain the ways in which these processes can be used within the award. The guidelines provide guidance on the process of awarding credit for prior learning. In order to ensure quality, consistency and transparency, all providers should follow the same process.

5.4 Credit transfer

The QDT did not identify any common credit transfer opportunities from other awards, therefore credit transfer will require to be judged on an individual basis and centres will be required to follow SQA guidance.

6 Approaches to delivery and assessment

There is no automatic certification of Core Skills or Core Skills components within the Units in the PDA in Health and Social Care: Personalisation in Practice at SCQF level 8 (GD7R 48). There may be opportunities in the award to gather evidence at SCQF level 6 for each of the Core Skills of *Working with Others*, *Problem Solving*, *Information and Communication Technology* and *Communication*. Candidates participating in the award will develop a range of core and transferable skills to improve professional competencies, confidence and performance in their roles. It is envisaged that as candidates progress through the award they will have the opportunity to develop specific Core Skills as outlined below.

Communication (at SCQF Level 6): could be evidenced through recording/reporting and use of effective communication. Communication skills could be practiced and developed through discussion, information sharing and assignment writing.

Working with Others (at SCQF Level 6): could be developed through working as part of a team, participating in team meetings, interactions with other staff involved in the delivery of the service and service users.

Problem Solving (at SCQF level 6): could be developed through explanations of how the candidate dealt with issues relating to medications and the need to protect individuals from harm and abuse.

Information and Communication Technology (at SCQF level 6): could be developed through the candidate's presentations and the preparation of assignments.

For more information on Core Skills signposting please see **Appendix 3**.

Additional skills developed by the award, recognised as essential by employers, such as collaboration are not precisely reflected in the SQA Core Skill specifications. Units in the award require candidates to work closely with individuals and other workers and to work in collaboration with colleagues and other professionals. The integration and cross-Unit development of such skills provide opportunities for candidates to demonstrate transferable skills.

An important outcome of this award for candidates is the ability to apply and transfer a range of interpersonal and practical skills to different working relationships and situations. These transferable skills will enable them to meet changing circumstances, whether arising from shifts in their own roles or from general changes in practice and the working environment.

7.1 Delivery

It is envisaged that the PDA Health and Social Care: Personalisation in Practice at SCQF level 8 (GD7R 48) will be delivered by a range of training providers and centres who will do so in a flexible manner which meets the needs of candidates and their organisations.

It is expected that centres delivering this award will provide candidates with a broad range of contemporary approaches to Personalisation in Practice. Centres are urged to seek opportunities to use expert speakers and people who use public services in the delivery and assessment of the award.

The delivery of this award will be enhanced by the direct involvement of disabled people in the delivery and assessment of the Units. It is believed that learning providers can support the health and social care workforce to support people in a truly personalised way by adopting a co-production approach in the delivery model. Delivery of the award should provide a combination of off-the-job and work based learning. It is important that the award is accessible to potential candidates without disadvantage resulting from geographical location or other structural factors.

The award should:

- ◆ articulate with related qualifications
- ◆ be flexible in delivery to allow comprehensive geographical access and participation, including by distance learning
- ◆ be delivered through education providers/employers.

The award involves candidates in a significant amount of experiential learning. Candidates are required to operate effectively under direction, to critically analyse and reflect on their experiences and to be able to make conclusions for their future behaviours and development. Given that the award is based on work practice, centres should set timescales for completion which are flexible and suit the requirements of the individual candidates and their professional areas.

Although centres can choose the order in which they deliver the Units, it is recommended that the Unit *Health and Social Care: Personalisation in Practice (FM96 34)* will be delivered first, followed by *Health and Social Care: Community Development Approaches to Personalisation in Practice (FX34 35)* and that Unit *Health and Social Care: Implementing Personalisation and Self-Directed Support (FX35 35)* be completed as the final taught Unit.

The delivery of the taught Units in the award may be either sequential or simultaneous. It is important that candidates gain an understanding of theoretical concepts, legislation and procedures and an understanding of the principles and practices connected with personalisation in practice as an ongoing process. The facilitation of learning for the award should be through a range of approaches including face-to-face inputs, blended and other forms of directed and self-directed learning.

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e-learning. An outcomes-based approach, centred round the learning needs of the individual, may best meet the requirement for flexible delivery. The delivery of the award must take account of its practical nature and of the occupational backgrounds of candidates.

At the outset, centres should make candidates aware of the requirements of the award, including the need to gather evidence, critically analyse and evaluate and report on their experiences. They should also inform candidates at the outset about the type of evidence they have to provide in order to complete each individual Unit and the award successfully.

It is likely that delivery of each Unit will consist of some initial orientation and briefing sessions after which candidates should take some responsibility for their own independent learning. Centres should make suitable arrangements to support and guide candidates throughout. This could involve regular meetings with candidates on an individual basis or in groups or through web based discussion.

7.2 Assessment

The award provides a number of opportunities for developing a range of assessment methods. Assessment provides the opportunity for candidates to demonstrate their skills and knowledge. It is continuous, pragmatic and based on learning outputs. There is an emphasis on assessing all Outcomes within each Unit holistically.

Unit Specifications detail the Evidence Requirements for each Unit. As part of their individual candidate management process, centres should devise varied assessment strategies suited to the needs, learning styles and professional environments of candidates.

The key principles of assessment for this award are that it should be:

- ◆ objective, fair and equitable
- ◆ quality assured — internally and externally
- ◆ understandable, transparent and in a format appropriate to the candidate
- ◆ aligned and appropriate to the content of the Units and Outcomes at the relevant SCQF level
- ◆ proportionate while robust and demanding
- ◆ timely and ongoing throughout the delivery of the award
- ◆ incremental and developmental
- ◆ redeemable (providing opportunity for reassessment)
- ◆ efficient and manageable (ie cost, time and resources).

Additionally, assessment should:

- ◆ model good assessment practice
- ◆ incorporate the flexibility to adapt to different learning styles
- ◆ include provision of a clear, accessible RPL process.

The focus of the award is on the development of competence to use a range of principal skills, some specialised skills and advanced applications to achieve Learning Outcomes. Candidate evidence should be based on naturally occurring circumstances during the course of their day to day activity. This approach encourages candidates to reflect on the nature of what they do on a daily basis in relation to implementing a person centred approach to their practice.

Centres should advise candidates about assessment requirements and encourage them to seek opportunities to generate evidence.

7.3 Open learning/online learning

Units from the PDA in Health and Social Care Personalisation in Practice at SCQF level 8 can be delivered by open/distance learning as well as on an online basis. This award will be suitable for a range of delivery methods combining both face to face and online learning. Candidates should be supported to use online methods to support their learning such as by the use of discussion forums and internet research, and a blended learning approach would effectively support delivery.

In this context, planning and resources are required for candidate support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes. For further information and advice, please see Assessment and Quality Assurance of Open and Distance Learning SQA, February 2001 — publication code A1030 – www.sqa.org.uk

8 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* (www.sqa.org.uk).

SQA allocates each approved centre an External Verifier and he/she will undertake a visit to ensure that effective benchmarking and standard setting across course providers is adhered to.

9 General information for candidates

This information is intended to give potential candidates a brief overview of the main aspects of this award. For further information, please do not hesitate to contact your approved learning provider or SQA direct.

Who is this award for?

The Professional Development Award in Health and Social Care: Personalisation in Practice at SCQF level 8 has been developed to provide a robust and certificated award which equips individuals with a range of knowledge, skills and values to enable them to support individuals in the transition to personalised approaches to health and social care delivery.

Who can undertake this award?

The award may be undertaken by individuals who come from a range of professional and educational backgrounds. The award has been designed to be relevant to both professionally qualified staff as well as those who do not have a professional qualification but have interest and experience in supporting people.

What can this award lead to?

Successful completion of this award may lead to increased personal and professional competence as well as increased self confidence. The SCQF credits from this award may also contribute to securing access to higher awards.

How long will it take?

The award is made up of three Units each of which requires about forty hours of study. This will mainly be undertaken in group learning sessions (such as lectures and tutorials) and individual research and study. You should also be prepared to make a commitment to studying in your own time as well as the time you spend 'in class'.

Mandatory Units

24 SCQF credits must be selected

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Health and Social Care: Personalisation in Practice	FM96 34	8	7	
Health and Social Care: Community Development Approaches to Personalisation in Practice	FX34 35	8	8	
Health and Social Care: Implementing Personalisation and Self-Directed Support	FX35 35	8	8	

10 Glossary of terms

Candidate: The person undertaking the PDA.

Case Study: An assignment in which you give an account of work you have undertaken based on real work practice in which you identify and explain the knowledge used through the use of reference to reading and research.

Community Development is defined in the National Occupational Standards as ‘a long-term value based process which aims to address imbalances in power and bring about change founded on social justice, equality and inclusion.’

Co-production ‘means delivering public services in an equal and reciprocal relationship between professionals, people using services, their families and their neighbours. Where activities are co-produced in this way, both services and neighbourhoods become far more effective agents of change.’
Definition used by the New Economics Foundation www.neweconomics.org

Evidence Requirements: Details of specific evidence that is required for a Unit in the award in order for a candidate to meet the Outcomes. Evidence requirements are mandatory.

Independent Living ‘means all disabled people having the same **freedom, choice, dignity** and **control** as other citizens at home, a work and in the community. It does not necessarily mean living by yourself or fending for yourself. It means rights to practical assistance and support to participate in society and live an ordinary life.’ Definition adopted by the Independent Living in Scotland project.

Outcome: The description of an Outcome to be achieved by candidates in an SQA Unit.

Personalisation ‘means thinking about care and support services in an entirely different way. It means starting with the person as an individual with strengths, preferences and aspirations, and putting them at the centre of the

process of identifying their needs and making choices about how and when they are supported to live their lives.' SCIE Website
<http://www.scie.org.uk/publications/ataglance/ataglance12.asp> accessed 3/10/11

PDA: Professional Development Award, a vocational qualification contributing to continuous professional development for employed participants.

RPL: Recognition of Prior Learning.

Self-Directed Support (SDS) is the support individuals and families have after making an informed choice on how their *Individual Budget* is used to meet the outcomes they have agreed. SDS means giving people choice and control. (Scottish Government (2010) Self-Directed Support: A National Strategy for Scotland).

SCQF Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF please visit www.scqf.org.uk

SCQF credits One SQA HN credit is equivalent to eight SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels The SCQF covers 12 levels of learning. PDA's are available at SCQF levels 6 to 12 and will normally be made up of Units at SCQF levels 6 to 12.

SSSC Scottish Social Services Council

Qualification Design Team (QDT) The QDT works in conjunction with a Qualification Manager/Development manager to steer the development of the PDA from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, further education colleges, training providers and other relevant organisations.

Unit Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

11 Appendices

Appendix 1: Mapping to Community Development Work Mapping

Appendix 2: Mapping to Health and Social Care NOS

Appendix 3: Core Skills Signposting

Appendix 1 – Mapping to Community Development Work Mapping

The Units of the PDA have been mapped against the Community Development Work National Occupational Standards. The mapping for this set of National Occupational Standards will cover the following Learning Outcomes.

Unit One: Health and Social Care: Personalisation in Practice (FM96 34)

LO1: Define and describe the legislation and policies that underpin and impact on personalisation in practice settings.

LO2: Reflect on community connecting approaches and evaluate the extent to which they contribute to building communities that are open and welcoming to all people as equal citizens.

LO3: Research and analyse the values, methods and skills that lead to effective collaborative working and empowerment of individuals, families and groups.

Unit Two: Health and Social Care: Community Development Approaches to Personalisation in Practice (tbc)

LO1: Critically analyse approaches to understanding and addressing inequality, discrimination and exclusion in community settings.

LO2: Understand and critically reflect on methods that build community connections and networks for individuals, groups and organisations.

LO3: Critically reflect on the role of the worker in relation to developing an inclusive community.

Unit Three: Health and Social Care: Implementing Personalisation and Self-Directed Support (tbc)

LO1: Critically evaluate and reflect on the planning processes for facilitating co-production and Self Directed Support.

LO2: Demonstrate the use of funding mechanisms to achieve and implement personalisation and self directed support.

LO3: Critically evaluate the challenges that the transition to personalisation brings to the role of the worker.

Key area one: Understand and practice community development	UNIT ONE			UNIT TWO			UNIT THREE		
	LO1	LO2	LO3	LO1	LO2	LO3	LO1	LO2	LO3
Community development values and processes									
The values on which Community Development is based		X		X					
Historical and contextual knowledge of national and local Community Development and the aspects and approaches of Community Development				x					
How the process of Community Development facilitates people and groups to come together around common issues and supports them in the actions they decide to take				X					
The role of Community Development in widening people's horizons, promoting their participation, and encouraging critical and creative responses to their collective situation				X					
The importance and value of the autonomy and independence of community groups and communities of interest						X			
The Community Development National Occupational Standards		X		X					
The range of and existing links between contacts in an area or neighborhood.		X		X					

Communities as a concept									
The range of definitions of the concept 'community'				X					
The different kinds of communities that exist – based on place or neighbourhood, communities of interest and identity				X					
The historical and changing context of the communities the Community Development practitioner works with or relates to (eg social, political, environmental, cultural and economic)				X					
The factors which can affect the dynamics of diverse and cohesive communities				X					
What motivates people becoming involved in their communities and the barriers that can prevent people becoming involved.						X			
Power, inequality and justice issues									
Theoretical approaches to forms of injustice, discrimination and social exclusion which operate globally, nationally and locally				X					X
How inequality and injustice impact on the lives of individuals and communities				X					X
Theoretical approaches to power and powerlessness within society				X					
How structures and organisations create and maintain their power and the impact of this on individuals, communities and Community Development practitioners		X		X	X				X

The concepts of community empowerment and community engagement and how Community Development contributes to their successful implementation					X				
How the history and impact of oppression and discrimination affect working relationships					X				
How beliefs, values and prejudices towards different cultures, traditions and backgrounds can affect working relationships				X					
How the links between environmental, economic and social inequalities can affect people at local, national and international levels.				X					
Decision making									
Democratic decision-making processes and participatory practices/techniques.			X			X	X		
Development									
The significance of divided or conflicting loyalties and how this can affect working relationships						X			
Understanding how one's own values and beliefs can affect practice and relationships.			X			X			

Standards ka1									
S1. Integrate and use the values and process of community									
Explain confidently the values and process of Community Development and demonstrate how they inform good Community Development practice				X					
Understand and apply the process of Community Development to their role and areas of responsibility						X			
Promote the values of Community Development to individuals, communities and organisations					X				
Explain the contribution that Community Development can make to current local and national government policies and initiatives						X			
Educate and support people in the organisation(s) they work with/within and other partners to acknowledge and value the perspectives, aims and autonomy of communities, community groups and networks						X			
Promote the value of collective working in deciding on the changes needed in communities, and in working towards achieving them						X			
Work with/within communities to identify and explain the potential for collective action that is inclusive and empowering			X		X				
Ensure that all collaborative work is based on the values of Community Development		X				X			
Support communities to make the links between social justice and environmental justice, and to consider the environmental impact of all activities					X	X			

Enable community groups and communities to evaluate the impact of Community Development practice (including both the role of community groups and the community development practitioner) on changes in the area						X			
Understand, and enable others to understand, the links between national and regional policies and other factors, and their impact on local communities.	X					X			
S.2 Work with the tension inherent in community development practice									
Evaluate their own values, beliefs and approach to their practice against the values of Community Development				X					
Clearly acknowledge the perspectives they bring to any situation				X					
Recognise the potential tensions between their perspectives and those held by the communities they engage with and individuals in those communities				X					
Maintain the right of communities and groups to set their own agendas			X		X				
Respect the rights of other individuals and communities when planning and taking action					X		X		
Identify ways to handle any conflicts of interest that arise						X		X	
Work with diverse groups within communities who may be in conflict or competition with each other						X		X	
Identify and evaluate potential obstacles to, and opportunities for, collective action and decide how to deal with these						X			
Recognise the potential impact of local politics on the communities Community Development practitioners work with and how political decisions can be influenced and challenged	X					X			

Support community groups and communities to recognise and deal positively with tensions and conflicts of interest.						X		X	
S.3 Relate to different communities									
Analyse the nature and compositions of the communities that they are or could be involved with, and be aware of external social, environmental, economic or other developments that may have an impact		X		X					
Inform themselves of the realities experienced by the communities with whom they work and build relationships framed by these realities				X					
Recognise power inequalities within and between communities and seek to address them					X				
Keep up to date with the changes within communities and ensure that their practice develops to reflect these				X					
Recognise that there are different experiences and interests within apparently homogeneous communities and find ways to link with them		X		X					
Learn from their experiences of working with a range of communities, recognising that communities work in different ways and need different approaches				X					
Communicate clearly and accurately the purpose, responsibilities and values of their intended activity within a variety of groups within the community					X				
Proactively work to include the most excluded and marginalised communities whilst recognising their right to choose not to engage					X				
Identify and act, where appropriate, to encourage established, settled communities and newer communities to work together				X					
Initiate and support collaborative working relationships between people, organisations and groups						X			

S.4 Demonstrate competence and integrity as a community development practitioner									
Ensure that their own behaviour, presentation and perspectives are consistent with maintaining effective working relationships			X	X	X				
Ensure that personal differences do not impact on their work with communities and groups			X	X					
Deliver good quality practice which is based on Community Development values			X		X				
Work in ways that enable and support the development of strong, autonomous community groups and which do not encourage dependency on the practitioner						X			
Think and critically reflect to develop plans of work that reflect community needs and priorities and Community Development methods and values				X					
Promote understanding of diversity and ensure equality of opportunity in their area of responsibility		X		X					
Self-appraise the strengths and weaknesses in their own practice through informal feedback from community groups and colleagues as well as through more formal supervision and appraisal systems			X	X					
Review their role and evaluate the impact this has on their practice and their relationships with others				X					
S.5 Maintain community development practices within own organisation									
Clearly explain the purpose, values and benefits of Community Development and why the values and process are so important						X			
Promote understanding of the concepts of respect and sensitivity when working with communities (and others)					X				

Provide information and support to colleagues with a remit to engage with communities on approaches that can be adopted					X				X
Support the development and implementation of appropriate policies and processes within an organisation relating to effective engagement with communities					X				X
Identify opportunities to link communities with relevant staff officers, in ways that will benefit all concerned		X			X				X
Encourage the use of National Occupational Standards in Community Development to influence policy and practice across the work of their organisations					X				X

Key area two: understand and engage with communities	LO1	LO2	LO3	LO1	LO2	LO3
The context						
The impacts of wider social, economic and environmental changes on communities		X		X		
The diversity of communities and the impact of this on community development within and between communities		X		X		
The role and the contribution of community development practitioners who work with communities					X	
A community development approach to identifying community priorities and concerns.		X		X		
Making contact						
Different methods and styles of engaging with people, organisations and groups in communities, particularly those who experience marginalisation		X	X		X	
The roles and functions of informal networks and inter-organisational forums in providing a wide range of contacts that can be developed and supported to benefit communities		X			X	
The importance of taking time to build relationships and foster trust and respect.		X			X	

Community research and data collection									
Participatory methods and approaches for designing and implementing community research						X	X		
How to access key sources of existing data about particular communities						X	X		
Participative and inclusive methods to encourage communities/groups to identify and express their own needs, interests and concerns		X			X		X		
Methods for recording and reviewing information.					X		X		
Involving people and organisations									
How to identify possible partners and assess their potential for collaboration in community consultations and research					X				
Participative planning techniques for involving people with different perspectives and support needs					X		X		
Techniques for encouraging the sensitive exploration of diversity to identify and combat discrimination and prejudice within groups						X			
The skills required to undertake community research and how to support community members to develop these skills						X	X		
Approaches and methods to use in evaluating research or consultative processes.						X	X		

Standards KA2									
s.6 Getting to know a community									
Use different techniques to make contact with relevant people and groups		X			X				
Clearly explain own role, areas of responsibility, and those of the organisation they represent					X				
Collect accurate and up-to-date information on the roles and responsibilities of the people and groups contacted					X				
Review and evaluate the range of contacts and identify gaps					X				
Actively seek contacts and links with excluded communities and marginalised groups					X				
Identify the range of information needed to produce a community profile		X							
Identify community members, voluntary and statutory agencies who can provide relevant information			X						
Explain the aim and purpose of the profile being undertaken									
Collect and analyse a range of relevant data, which should include demographic, geographic and economic data, and information on community assets, meeting places, groups/networks and agencies active within the community									
Prepare a community profile		X							

Review own role and purpose in response to community need and environment.						X			
S.7 Facilitate community research and consultations									
Identify and support the contribution of community members to discussions about community research and consultations						X			
Support community groups and relevant others to identify and agree the aims, objectives and Outcomes for the research/consultation activity						X			
Ensure inclusive and participatory methods are used for the research/consultation activity, overcoming any identified obstacles						X			
Agree a realistic plan of action with all relevant people, a plan which includes roles, actions, required resources and review dates						X			
Facilitate community members to develop skills in community based research through shadowing, mentoring and training as and when appropriate						X			
Support the implementation of the agreed research or consultation plan						X			
Highlight the importance of appropriate behaviour and personal safety for community researchers						X			
Explain the relevance and effects of data protection legislation on the process and ensure procedures are set up for dealing with sensitive and confidential information						X			
Ensure data is collected from a valid range of sources and checked for accuracy, reliability and sufficiency						X			
Encourage regular monitoring and reviewing of progress of the plan and ensure that action is taken to complete the research/consultation.						X			

S.8 Analyse and disseminate findings from community research									
Work with groups to review the quality and quantity of the information gathered and identify any gaps						X			
Propose ways to collate the information into understandable formats			X			X			
Support groups to accurately interpret the information that has been gathered and analysed							X		
Support the communication of the initial findings to the wider community and all relevant agencies for comment			X			X			
Ensure the findings are reviewed and revised in light of feedback									
Encourage a variety of approaches to presenting the data clearly and accurately and in appropriate forms for different audiences			X			X			
Facilitate discussion and agreement on the recommendations of the research for all those who were involved in the process, whether as researchers and/or contributors			X			X			
Facilitate participatory approaches to agree realistic, evidence-based priorities using the information gathered.			X			X			

Key area three: take a community development approach to group work and collective action	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3
The context									
The contribution of social movements and community action in bringing about change				X	X	X			
The impact of power and power relationships upon individuals and communities taking collective action						X			
The benefits of recognising and valuing diversity		X		X					
How discrimination and disadvantage impact on working relationships within communities				X					
Barriers to involvement in collective activities and ways to overcome them				X	X	X			X
How to develop community-based strategies which build the confidence, skills and independence of community groups						X			
The importance of groups deciding on their own development.						X			
Setting common goals									
The role of research and information to determine common concerns	X					X			

Key area three: take a community development approach to group work and collective action	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3
Appropriate techniques and approaches for the collective identification of common issues, such as gender, disability, age and culture						X			
Collective decision-making approaches to identifying and agreeing aims and objectives.						X			
Group dynamics and processes									
How to facilitate collective approaches to group dynamics and development appropriate to the values of Community Development						X			
Equality and anti-discriminatory practice within groups				X	X	X			
Structures which encourage open debate and accountability within groups						X			
The roles that people take in groups and the support they need to be effective						X			
Methods of facilitating the review and development of group needs and capacity.						X			
Community organising									
Collective and participatory approaches to planning an event or activity					X	X			

Key area three: take a community development approach to group work and collective action	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3
How to identify and access necessary resources and support for community events/activities						X			
How to effectively monitor and evaluate events/activities and incorporate learning into future planning.						X			
Campaigning									
Models and techniques for collectively planning a community based campaign					X	X			
The importance of making strategic alliances to build support						X			
How to influence and gain support via national and local political systems and structures						X			
Methods for evaluating community based campaigns.						X			
Standards ka3									
S.9 Support inclusive and collective working through community development practice									
Act appropriately with individuals and groups to raise awareness of issues that may affect their community					X	X			

Key area three: take a community development approach to group work and collective action	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3
Identify and make contact with people who are concerned about their community					X				
Bring people together to discuss their own needs, interests and concerns and identify common areas for potential collective action					X	X			
Support people to participate fully and equally in discussions and decision making					X	X			
Encourage consideration of what already exists locally that might meet expressed needs, interests and concerns					X	X			
Support groups to agree aims and objectives and appropriate organisational structures for collective action						X			
Support groups to identify and analyse barriers to achieving their aims					X	X			
Assist groups to identify the roles that their members need to carry out to meet their aims					X	X			
Support groups to identify the tasks they need to undertake to achieve their aims						X			
S.10 Organise community events and activities									
Establish the purpose and aim of any planned event or activity through negotiation						X			

Key area three: take a community development approach to group work and collective action	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3
Consider who needs to be involved, how and why						X			
Discuss the ideas with all interested people and organisations						X			
Agree the details of the event or activity, ensuring that where and when it is held is suitable for the target audience						X			
Ensure issues of access and inclusion for all have been considered and built into the plans					X	X			
Agree the level and kinds of resources that will be needed and where they can be obtained						X			
Review the original plan and make necessary changes					X	X			
Evaluate the event and use the conclusions of evaluation to inform future events.						X			
S.12 Support communities to campaign for change									
Support groups to identify and agree what changes are needed within a community				X	X				
Support groups to identify and evaluate all options for action and to recognise and evaluate potential obstacles to the achievement of the desired Outcomes					X	X			

Key area three: take a community development approach to group work and collective action	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3
Assist groups to identify who has the power and influence to make the changes they want				X	X	X			
Support groups to use existing networks and channels of communication to make contact and initiate discussions					X				
Encourage groups to evaluate their actions and how effective they have been in influencing decision-makers						X			
The rationale and context									
The concept of political literacy, rights and responsibilities associated with governance, and policies and practices relating to citizenship	X			X					
The complexity and diversity of local and national government initiatives and policies, partnerships, regulators, and advisory and accountable bodies that community groups may be expected to relate to or meet the requirements of	X			X					
The contribution that diverse communities and autonomous groups make to improving localities and services				X	X				
The differences and linkages between the concepts of Community Development, community empowerment, community involvement, community engagement, community capacity building and other key ideas which are present in government policies and initiatives				X	X	X			
The differences and linkages between concepts such as cohesion, inclusion and exclusion, and social capital, and the positive contribution that people make to collaborative working	X	X	X	X			X		
The differences between information giving, consultation, participation, working together and joint decision-making as approaches to engaging with communities.			X		X		X		

Key area four: promote and support a community development Approach to collaborative and cross-sectoral working	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3
Powers of public bodies and the duties and obligations they have to communities									
How the different levels and layers of local, national and international government decision-making can affect communities				X					X
The duties and responsibilities public bodies have to communities	X								
How Community Development practitioners can work with public bodies to promote accessible ways for them to carry out their responsibilities to engage with communities					X				
Factors which support effective partnership working									
The diversity of groups and communities within a specified locality				X					
Forms of injustice, discrimination and social exclusion that operate globally, nationally and locally which impact on the lives of individuals and communities			X	X					
How power and power relationships and power differentials impact on community-based strategies and approaches for creating inclusive partnerships				X					
The historical and current social, political and economic context of the communities being engaged with				X					
Current and historical initiatives designed to increase community involvement, engagement and empowerment within a specified locality and how to access supporting sources of information, advice and resources				X	X				

Key area four: promote and support a community development approach to collaborative and cross-sectoral working	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3
What motivates people to engage actively with community initiatives Barriers to involvement in community initiatives and ways of overcoming them			X						
Multi-agency approaches to and models of collaborative working and the implications for community engagement/involvement						X		X	
Resource and support implications for engaging with the wide spectrum of potential stakeholders							X		
Techniques and methods									
Inclusive and participatory techniques for partners to negotiate, agree, review and evaluate common aims, objectives, policy development and planning to achieve shared goals					X		X		
Models of advocacy which are inclusive and support the empowerment of communities						X			
Techniques and frameworks for the monitoring, review and evaluation of collaborative work						X			
Standards ka4									
S.15 Use a community development approach to support collaborative and partnership work									
Facilitate groups to identify common needs and the potential for collaborative action based on the values and perspectives of all those involved						X			

Key area four: promote and support a community development approach to collaborative and cross-sectoral working	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3
Encourage the identification of, and contact between, existing groups with similar interests to share ideas, experience and practice					X				
Support groups to clearly identify and agree aims and objectives of collaborative work and develop short- and long-term strategies						X			
Provide information to groups about existing partnerships, their aims and work, and opportunities for involvement						X			
Enable groups to set up structures and systems for transparent and accountable collaborative work which are based on inclusive and participatory methods						X			
Encourage collaborative working which promotes a climate of trust and empathy based on mutual respect, which recognises and addresses blocks to participation					X				
Support monitoring and evaluation of partnership or collaborative working relationships and the use of the information to make changes						X			
S.16 Apply a community development approach to strategically co-ordinate networks and partnerships									
Evaluate and raise awareness of the changing political, social and economic environment affecting local communities and engage with partners to agree actions					X				
Identify potential positive Outcomes from working between and across communities and sectors and communicate these to others					X				
Support or co-ordinate collaborative working which promotes dialogue and understanding between and across community groups, networks and communities and challenges exclusive practices, assumptions and stereotypes					X	X			

Key area four: promote and support a community development Approach to collaborative and cross-sectoral working	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3	L O 1	L O 2	L O 3
Raise awareness of barriers to involvement for community groups and establish and/or maintain organisational systems to ensure that strategies and actions promote equality and inclusivity between and across communities				X	X				
Effectively consult on planned activities and strategies that may impact on communities, and communicate about these to colleagues and partner organisations					X				
Promote ways of involving marginalised communities in strategic networking, influencing and decision-making initiatives and processes					X				
Encourage groups and public bodies to identify, challenge and effectively change processes which exclude and marginalise						X			
Enable networks and partnerships to recognise power and resource imbalances and how they affect relationships between and across communities					X				
Provide current information in accessible ways to enable informed decisions about community engagement			X						

Appendix 2 – Mapping to Health and Social Care NOS

Mapping to the Health and Social Care NOS Health and Social Care Adults at levels 3 and 4

This mapping indicates where links may be made to Units within the National Occupational Standards for Health and Social Care. Although there is no automatic transfer it is likely that successful completion of all of the Evidence Requirements for the units within the PDA

Health and Social Care: Personalisation in Practice at SCQF level 8 may provide some evidence of knowledge understanding and some elements of practice as outlined here.

Unit One: Health and Social Care: Personalisation in Practice (FM96 34)

LO1: Define and describe the legislation and policies that underpin and impact on personalisation in practice settings.

LO2: Reflect on community connecting approaches and evaluate the extent to which they contribute to building communities that are open and welcoming to all people as equal citizens.

LO3: Research and analyse the values, methods and skills that lead to effective collaborative working and empowerment of individuals, families and groups.

Unit Two: Health and Social Care: Community Development Approaches to Personalisation in Practice ((FX34 35))

LO1: Critically analyse approaches to understanding and addressing inequality, discrimination and exclusion in community settings.

LO2: Understand and critically reflect on methods that build community connections and networks for individuals, groups and organisations.

LO3: Critically reflect on the role of the worker in relation to developing an inclusive community initiative.

Unit Three: Health and Social Care: Implementing Personalisation and Self-Directed Support ((FX35 35))

LO1: Critically evaluate and reflect on the planning processes for facilitating co-production and Self-Directed Support.

LO2: Demonstrate the use of funding mechanisms to achieve and implement personalisation and Self-Directed Support.

LO3: Critically evaluate the challenges that the transition to personalisation brings to the role of the worker.

NATIONAL OCCUPATIONAL STANDARD		UNIT 1			UNIT 2			UNIT 3		
		LO1	LO2	LO3	LO1	LO2	LO3	LO1	LO2	LO3
HSC31	Promote effective communication with, for and about individuals	X	X	X						
HSC32	Promote, monitor and maintain health, safety and security in the working environment		X							
HSC33	Reflect on and develop your practice	X	X	X						
HSC35	Promote choice, well-being and the protection of all individuals	X	X	X						
HSC328	Contribute to care planning and review	X	X	X						
HSC329	Contribute to planning, monitoring and reviewing the delivery of service for individuals	X	X	X						
HSC330	Support individuals to access and use services and facilities	X	X	X						
HSC331	Support individuals to develop and maintain social networks and relationships	X	X	X						
HSC332	Support the social, emotional and identity needs of individuals	X	X	X						

NATIONAL OCCUPATIONAL STANDARD		UNIT 1			UNIT 2			UNIT 3		
		LO1	LO2	LO3	LO1	LO2	LO3	LO1	LO2	LO3
HSC344	Support individuals to retain, regain and develop the skills to manage their lives and environment	X	X	X						
HSC346	Support individuals to manage direct payments	X			X	X	X			
HSC347	Help individuals to access employment	X	X	X						
HSC348	Help individuals to access learning, training and development opportunities	X	X	X						
HSC349	Enable individuals to access housing and accommodation	X	X	X						
HSC350	Recognise, respect and support the spiritual well-being of individuals	X	X	X						
HSC351	Plan, agree and implement development activities to meet individual needs	X	X	X						
HSC356	Support individuals to deal with relationship problems		X							
HSC367	Help individuals identify and access independent representation and advocacy	X	X	X						

NATIONAL OCCUPATIONAL STANDARD		UNIT 1			UNIT 2			UNIT 3		
		LO1	LO2	LO3	LO1	LO2	LO3	LO1	LO2	LO3
HSC369	Support individuals with specific communication needs			X						
HSC387	Work in collaboration with carers in the caring role		X							
HSC390	Support families in maintaining relationships in their wider social structures and environments		X							
HSC394	Contribute to the development and running of support groups		X	X						
HSC399	Develop and sustain effective working relationships with staff in other agencies		X	X						
HSC3100	Participate in inter-disciplinary team working to support individuals	X	X	X						
HSC3101	Help develop community networks and partnerships	X	X	X						
HSC3102	Work with community networks and partnerships	X	X	X						
HSC3103	Contribute to raising awareness of health issues		X	X						

NATIONAL OCCUPATIONAL STANDARD		UNIT 1			UNIT 2			UNIT 3		
		LO1	LO2	LO3	LO1	LO2	LO3	LO1	LO2	LO3
HSC3104	Support the development of networks to meet assessed needs and planned outcomes	X	X	X						
HSC3106	Plan, organise and monitor the work of volunteers		X	X						
HSC3107	Lead and motivate volunteers		X	X						
HSC3112	Support individuals to identify and promote their own health and social well-being	X	X	X						
HSC41	Use and develop methods and systems to communicate record and support					X	X	X	X	X
HSC43	Take responsibility for the continuing professional development of self and others						X	X	X	X
HSC45	Develop practices which promote choice, well-being and protection of all individuals				X	X	X	X	X	X
HSC410	Advocate with, and on behalf of, individuals, families, carers, groups and communities	X		X	X	X	X	X	X	X
HSC415	Produce, evaluate and amend service delivery plans to meet individual needs and preferences				X	X	X	X	X	X

NATIONAL OCCUPATIONAL STANDARD		UNIT 1			UNIT 2			UNIT 3		
		LO1	LO2	LO3	LO1	LO2	LO3	LO1	LO2	LO3
HSC420	Promote leisure opportunities and activities for individuals	X	X	X		X	X	X	X	
HSC421	Promote employment, training and education opportunities for individuals	X	X	X		X	X	X	X	
HSC422	Promote housing opportunities for individuals	X	X	X		X	X	X	X	
HSC426	Empower families, carers and others to support individuals					X	X	X	X	X
HSC429	Work with groups to promote individual growth, development and independence				X	X	X			X
HSC430	Support the protection of individuals, key people and others					X	X	X	X	X
HSC433	Develop joint working agreements and practices and review their effectiveness				X	X	X	X	X	X
HSC438	Develop and disseminate information and advice about health and social well-being					X				
HSC439	Contribute to the development of organisational policy and practice					X	X	X	X	X
HSC443	Procure services for individuals				X	X	X	X	X	X

HSC451	Lead teams to support a quality provision					X	X			X
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Appendix 3 – Core Skills Signposting

Unit Code	Unit title	Comms (Written)	Comms (Oral)	Using Graphical Info.	Using Number	Using ICT	Problem Solving – CT	Problem Solving – P & O	Problem Solving – R & E	Working with Others
FM96 34	Health and Social Care: Personalisation in Practice	X	X			X	X	X	X	X
FX34 35	Health and Social Care: Community Development Approaches to Personalisation in Practice	X	X			X	X	X	X	X
FX35 35	Health and Social Care: Implementing Personalisation and Self-Directed Support	X	X		X	X	X	X	X	X