

# Qualification Specification

Focus Awards Level 3 Diploma in Adult Care (RQF)

603/2939/7



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## **Focus Awards Level 3 Diploma in Adult Care (RQF)**

### **Qualification Details**

QAN: 603/2939/7

GLH: 315

TQT: 580

Credit: 58

### **Qualification Purpose**

The Focus Awards Level 3 Diploma in Adult Care (RQF) is aimed at those learners with supervisory experience who are already working within the care sector, such as a lead adult care worker, lead personal assistant, etc.

This qualification recognises the knowledge, skills and behaviours needed to demonstrate effective communication, person development, values and behaviours, health and wellbeing, responsibilities of self and others and safeguarding.

A lead adult care worker will make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges.

They will be expected to exercise judgement and take appropriate action to support individuals to maintain their independence, dignity and control. By providing leadership, guidance and direction at the frontline of care delivery, they will be instrumental in improving the health and wellbeing of those receiving care and support.

Lead adult care workers will in some circumstances and have delegated responsibility for the standard of care provided and may supervise the work of other care workers. By exercising autonomy and accountability, they will lead and support others to comply with expected standards and behaviours. Lead adult care workers may work in residential or nursing homes, domiciliary care, day centres or some clinical healthcare settings.

## Learner Entry Requirements

There are no specific entry requirements for this qualification.

Focus Awards does not set any other entry requirements but training providers or colleges may have their own guidelines.

## Age Ranges

This qualification is accredited for learners aged 16+

## Geographical Coverage

This qualification is available in England.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Focus Awards Reasonable Adjustments and Special Consideration Policy.'

<http://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

## Assessment Methods

The **Focus Awards Level 3 Diploma in Adult Care (RQF)** is internally assessed.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets

- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

## Grading

Once all the units have been achieved, a pass is awarded.

## Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 4 Diploma in Adult Care
- Level 5 Diploma in Leadership and Management for Adult Care

## Useful websites and supporting materials

- [www.focusawards.org.uk](http://www.focusawards.org.uk)
- [www.ofqual.gov.uk](http://www.ofqual.gov.uk)
- [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

## Qualification Structure/Rules of Combination

Learners must achieve a total of **58 credits**. Learner must achieve **28 credits** from the mandatory units and a minimum of **30 credits** from the optional units.

A minimum of **46 credits** must be at level 3.

Unit Title	Unit Ref	Level	GLH	Credit
<b>Mandatory Units</b>				
Promote communication in care settings	J/616/8395	3	25	3
Promote effective handling of information in care settings	L/616/8396	3	16	2
Promote personal development in care settings	F/616/8394	3	10	3
Promote person-centred approaches in care settings	A/616/8393	3	39	6
Promote equality and inclusion in care settings	T/616/8392	3	18	2
Promote health, safety and wellbeing in care settings	H/616/8386	3	20	6
Responsibilities of a care worker	D/616/8385	2	16	2
Duty of care in care settings	Y/616/8384	3	8	1
Safeguarding and protection in care settings	R/616/8383	2	26	3
<b>Optional units</b>				
Purpose and principles of independent advocacy	M/502/3146	3	25	4
Understand mental well-being and mental health promotion	F/602/0097	3	14	3
Understand mental health problems	J/602/0103	3	14	3
Understand the process	J/601/3538	3	22	3

and experience of dementia				
Understand the administration of medication to Individuals with dementia using a person-centred	K/601/9199	3	15	2
Understand the role of communication and Interactions with individuals who have dementia	L/601/3539	3	26	3
Understand the diversity of individuals with Dementia and the importance of inclusion	Y/601/3544	3	23	3
Understand theories of relationships and social Networks	Y/601/8579	4	29	3
Introduction to personalisation in social care	K/601/9493	3	22	3
The principles of infection prevention and control	L/501/6737	2	30	3
Causes and Spread of Infection	H/501/7103	2	20	2
Cleaning, Decontamination and Waste Management	R/501/6738	2	20	2
Understand the context of supporting individuals with learning disabilities	K/601/5315	2	35	4
Principles of supporting an individual to maintain personal hygiene	H/601/5703	2	10	1
Understand positive risk taking for individuals with disabilities	J/601/6293	3	25	3
Principles of supporting individuals with a learning disability regarding sexuality and sexual	A/601/6274	3	21	3

health				
Understand how to support individuals with autistic spectrum conditions	T/601/5317	3	28	3
Principles of supporting young people with a disability to make the transition into adulthood	M/601/7227	3	30	3
Principles of self-directed support	M/601/7048	3	26	3
Understand physical disability	J/601/6150	3	22	3
Understand the impact of Acquired Brain Injury on individuals	Y/601/6167	3	28	3
Understand sensory loss	M/601/3467	3	21	3
Understand models of disability	F/601/3473	3	26	3
Providing independent advocacy support	T/502/3147	3	25	6
Maintaining the independent advocacy Relationship	A/502/3148	3	25	6
Recognise indications of substance misuse and refer individuals to specialists	M/601/0648	3	24	4
Support individuals who are substance users	A/601/0670	3	42	7
Identify and act upon immediate risk of danger to substance misusers	D/501/0585	3	24	4
Provide services to those affected by someone else's substance use	M/601/0682	3	24	3
Increase awareness about drugs, alcohol or other substances with individuals and groups	H/501/0586	3	42	7
Test for substance use	T/601/0666	3	30	5
Carry out initial	D/601/0662	3	30	5

assessments to identify and prioritise the needs of substance misusers				
Carry out comprehensive substance misuse assessment	K/501/0587	3	30	5
Assist with the transfer of individuals, who misuse substances, between agencies and services	D/601/0676	3	6	1
Administer medication to individuals, and monitor the effects	Y/501/0598	3	30	5
Supply and exchange injecting equipment for Individuals	D/501/0599	3	18	3
Understand and meet the nutritional requirements of individuals with dementia	T/601/9187	3	26	3
Enable rights and choices of individuals with dementia whilst minimising risks	A/601/9191	3	26	4
Understand and enable interaction and communication with individuals who have dementia	Y/601/4693	3	30	4
Equality, diversity and inclusion in dementia care practice	F/601/4686	3	31	4
Provide support to manage pain and discomfort	K/601/9025	2	15	2
Gain access to the homes of individuals, deal with emergencies and ensure security on departure	R/601/7902	2	14	2
Undertake agreed pressure area care	T/601/8721	2	30	4
Move and position	J/601/8027	2	26	4

individuals in accordance with their plan of care				
Contribute to raising awareness of health issues	T/601/9027	3	26	4
Provide support to continue recommended therapies	A/601/9028	3	20	3
Provide support to maintain and develop skills for everyday life	L/601/8028	3	28	4
Facilitate learning and development activities to meet individual needs and preferences	L/601/8644	3	35	5
Support the development of community partnerships	M/601/9494	4	33	5
Implement therapeutic group activities	D/601/9491	3	25	4
Support individuals to develop and run support groups	H/601/9492	3	24	3
Prepare to support individuals within a shared lives arrangement	M/601/9611	3	31	4
Support individuals to access and use services and facilities	F/601/7927	3	25	4
Provide support for individuals within a shared lives arrangement	J/601/9601	3	35	5
Support individuals in their relationships	R/601/8578	3	27	4
Facilitate person centred assessment, planning, implementation and review	H/601/8049	3	45	6
Support individuals to live at home	Y/601/7903	3	25	4
Support individuals to manage their finances	D/601/7904	3	20	3

Support individuals to access and manage direct payments	H/601/7905	4	40	6
Support individuals to access housing and accommodation services	K/601/7906	3	24	4
Support individuals to deal with personal Relationship problems	R/601/8581	3	26	4
Support individuals with specific communication needs	T/601/8282	3	35	5
Support individuals during a period of change	M/601/7907	3	29	4
Support individuals to prepare for and settle in to new home environments	T/601/7908	3	23	3
Support individuals who are bereaved	A/601/7909	3	30	4
Work in partnership with families to support individuals	H/601/8147	3	27	4
Promote positive behaviour	F/601/3764	3	44	6
Support use of medication in social care settings	F/601/4056	3	40	5
Support individuals at the end of life	T/601/9495	3	53	7
Prepare environments and resources for use during healthcare activities	R/601/8824	2	20	3
Prepare for and carry out extended feeding techniques	A/601/8980	3	27	4
Undertake tissue viability risk assessments	Y/601/9022	3	26	3
Undertake physiological measurements	R/601/8662	3	23	3
Obtain venous blood	D/601/8860	3	24	3

samples				
Undertake urethral catheterisation processes	J/601/8979	3	28	4
Identify the physical health needs of individuals with mental health needs and plan appropriate actions	A/601/9174	4	35	5
Support families in maintaining relationships in their wider social structures	K/601/9185	3	33	4
Work with families, carers and individuals during Times of crisis	F/601/9029	4	35	5
Enable individuals with behavioural difficulties to Develop strategies to change their behaviour	L/601/9034	3	41	8
Help individuals address their substance use through an action plan	J/601/9968	3	28	4
Interact with and support individuals using telecommunications	D/616/8810	3	36	5
Implement the positive behavioural support Model	T/601/9738	4	61	8
Support positive risk taking for individuals	L/601/9549	3	32	4
Support individuals to maintain personal hygiene	K/601/9963	2	17	2
Support person-centred thinking and planning	A/601/7215	3	41	5
Promote active support	D/601/7353	3	36	5
Support individuals with a learning disability to access healthcare	J/601/8657	3	25	3
Support young people with a disability to make the transition into	F/602/0049	3	40	5

adulthood				
Support parents with disabilities	K/601/7047	3	43	6
Support individuals with self-directed support	J/602/0053	3	35	5
Work with other professionals and agencies to support individuals with physical disabilities	K/601/6190	3	23	3
Support families who are affected by acquired brain injury	M/601/5817	3	30	3
Support families who have a child with a disability	D/601/5750	3	23	3
Promote effective communication with individuals with sensory loss	A/616/8815	3	30	4
Support individuals with multiple conditions and/or disabilities	A/601/5190	3	31	4
Support individuals in the use of assistive technology	J/601/3541	4	32	4
Support the assessment of individuals with sensory loss	R/601/3543	3	22	3
Support the promotion of awareness of sensory loss	K/616/8812	3	23	3
Support individuals to access education, training or employment	H/601/3546	4	31	4
Enable individuals to negotiate environments	R/601/5180	3	34	5
Contribute to effective team working in health and social care or children and young people's	H/504/2194	3	25	4
Support individuals to stay	T/504/2202	3	27	4

safe from harm or abuse				
Provide support to adults who have experienced harm or abuse	J/504/2205	4	39	5
Assess the needs of carers and families	T/504/2216	3	28	4
Responding to the advocacy needs of different groups of people	F/502/3149	3	25	6
Support individuals to be part of a community	M/616/8813	3	20	3
Promote nutrition and hydration in health and social care settings	T/503/2575	3	32	4
Provide support for journeys	A/601/8025	2	17	2
Support individuals who are distressed	L/601/8143	2	21	3
Facilitate the development of effective group practice in health and social care or Children and young people's settings	Y/602/2339	5	42	6
Manage induction in health and social care or children and young people's settings	T/602/2574	4	21	3
Develop professional supervision practice in health and social care or children and young people's work settings	M/602/3187	5	39	5
Promote effective communication with individuals with sensory loss	A/616/8815	3	30	4
Understand the factors affecting older people	D/504/2243	3	17	2
Support individuals with autistic spectrum	M/504/2196	3	33	4

conditions				
Supporting infection prevention and control in social care	R/504/2207	3	18	2
Diabetes awareness	D/503/1839	2	28	3
Understanding professional supervision practice	H/602/3185	4	22	3
Support the spiritual well-being of individuals	K/507/9165	3	26	3
Promote stroke care management	A/616/8412	4	36	4
Understand advance care planning	A/503/8135	3	25	3
Work with other professionals and agencies to support individuals with a physical disability	Y/601/6170	3	23	3

### Unit combination restrictions

There are a number of units that are not allowed to be taken together as part of the optional units. Barred units allow greater choice for learners to meet the number of credits required to achieve a qualification. The content of these barred units contains considerable overlap; therefore learners cannot choose more than one unit of any barred group. Only one unit from each group can count towards the learners achieved credits.

### Unit combination restrictions

There are a number of units that are not allowed to be taken together as part of the optional units.

### Dementia related units

Only one of the following units can be taken	
Understand the diversity of individuals with dementia and the importance of inclusion - Y/601/3544	Understand the role of communication and interactions with individuals who have dementia - L/601/3539

Understand and enable interaction and communication with individuals who have dementia - Y/601/4693	Equality, diversity and inclusion in dementia care practice – F/601/4686
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### Advocacy related units

<b>Only one of the following units can be taken</b>	
Providing Independent Advocacy support - T/502/3147	Maintaining the Independent Advocacy relationship - A/502/3148
Responding to the advocacy needs of different groups of people - F/502/3149	

### Infection Control and Hygiene related units

<b>Only one of the following units can be taken</b>	
The principles of infection prevention and control - L/501/6737	Causes and spread of infection - H/501/7103
Contribute to the support of infection prevention and control in social care - K/504/2200	Support individuals to maintain personal hygiene - K/601/9963

### Caring for People with Disabilities related units

<b>Only one of the following units can be taken</b>	
Understand how to support individuals with autistic spectrum conditions	Support individuals with autistic spectrum conditions

<b>Only one of the following units can be taken</b>	
Understand sensory loss - M/601/3467	Promote effective communication with individuals with sensory loss - A/616/8815
Support the assessment of individuals with sensory loss - R/601/3543	Support the promotion of awareness of sensory loss - K/6168812

### Substance use related

<b>Only one of the following units can be taken</b>	
Recognise indications of substance misuse and refer individuals to specialists - M/601/0648	Identify and act upon immediate risk of danger to substance misusers - D/501/0585
Support individuals who are substance users - A/601/0670	Help individuals address their substance use through an action plan - J/601/9968
Carry out initial assessments to identify and prioritise the needs of substance misusers - D/601/0662	Carry out comprehensive substance misuse assessment - K/501/0587

### Moving People related units

<b>Only one of the following units can be taken</b>	
Understanding and enabling assisting and moving individuals - K/502/7583	Move and position individuals in accordance with their plan of care - J/601/8027

### Supporting Individuals related units

<b>Only one of the following units can be taken</b>	
Understand positive risk taking for individuals with disabilities - J/601/6293	Support positive risk taking for individuals - L/601/9549

### Healthcare and Medication related units

<b>Only one of the following units can be taken</b>	
Administer medication to individuals, and monitor the effects - Y/501/0598	Support use of medication in social care settings - F/601/4056

### Positive Behaviour related units

<b>Only one of the following units can be taken</b>	
Promote positive behaviour - F/601/3764	Implement the positive behavioural support mode - T/601/9738

## Links to National Occupational Standards

Unit Title	Unit Ref	National Occupational Standards
<b>Mandatory group</b>		
Promote effective handling of information in care settings	L/616/8396	SCDHSC31□
Promote communication in care settings	J/616/8395	SCDHSC0031
Promote personal development in care settings	F/616/8394	SCDHSC0033 GEN12 GEN13
Promote person-centred approaches in care settings	A/616/8393	SCDHSC0035 SCDHSC0332 SCDHSC0350 SCDHSC0034 SCDHSC3111 GEN12
Promote equality and inclusion in care settings	T/616/8392	SCDHSC3111
Promote health, safety and wellbeing in care settings	H/616/8386	SCDHSC0032 IPC2, IPC4, IPC6
Responsibilities of a care worker	D/616/8385	SCDHSC0023 SCDHSC0024
Duty of care in care settings	Y/616/8384	SCDHSC0023 SCDHSC0024 SCDHSC0227 SCDHSC0034 SCDHSC0035
Safeguarding and protection in care settings	R/616/8383	SCDHSC0024 SCDHSC0035
Purpose and principles of independent advocacy	M/502/3146	ADV 301
Understand mental well-being and mental health promotion	F/602/0097	CMH 301
Understand mental health problems	J/602/0103	CMH 302
Understand the process and experience of dementia	J/601/3538	DEM 301
Understand the role of	L/601/3539	DEM 308

communication and interactions with individuals who have dementia		
Understand the diversity of individuals with dementia and the importance of inclusion	Y/601/3544	DEM 310
Understand theories of relationships and social networks	Y/601/8579	HSC 3021
Introduction to personalisation in social care	K/601/9493	HSC 3046
The principles of infection prevention and control	L/501/6737	HSC 3046
Causes and Spread of Infection	H/501/7103	IC02
Principles of positive risk taking for individuals with disabilities	K/601/6285	LD 201
Principles of supporting an individual to maintain personal hygiene	H/601/5703	LD 206
Understand positive risk taking for individuals with disabilities	J/601/6293	LD Op 305
Cleaning, Decontamination and Waste Management	R/501/6738	LD Op 307
Understand the context of supporting individuals with learning disabilities	K/601/5315	LD 201
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	A/601/6274	LD Op 307
Understand how to support individuals with autistic spectrum conditions	T/601/5317	LD 310
Principles of supporting young people with a disability to make the transition into adulthood	M/601/7227	LD 311 K
Principles of self-directed support	M/601/7048	LD 314 K
Understand Physical Disability	L/601/6117	PD OP 3.1
Understand the impact of Acquired Brain Injury on individuals	J/601/5824	PD OP 3.3
Introductory awareness of sensory loss	F/601/3442	SS MU 3.1
Introductory awareness of models of disability	Y/601/3446	SS OP 3.1

Understand the factors affecting older people	D/504/2243	PT23CY166
Understanding professional supervision practice	H/602/3185	LM2a
Providing independent advocacy support	T/502/3147	ADV 302
Maintaining the independent advocacy relationship	A/502/3148	ADV 303
Responding to the advocacy needs of different groups of people	F/502/3149	ADV 304
Recognise indications of substance misuse and refer individuals to specialists	M/601/0648	ASM 1
Support individuals who are substance users	A/601/0670	ASM 3
Identify and act upon immediate risk of danger to substance misusers	D/501/0585	ASM 4
Provide services to those affected by someone else's substance use	M/601/0682	ASM 5
Increase awareness about drugs, alcohol or other substances with individuals and groups	H/501/0586	ASM 8
Test for substance use	T/601/0666	ASM 9
Carry out initial assessments to identify and prioritise the needs of substance misusers	D/601/0662	ASM 11
Carry out comprehensive substance misuse assessment	K/501/0587	ASM 12
Assist with the transfer of individuals, who misuse substances, between agencies and services	D/601/0676	ASM 15
Administer medication to individuals, and monitor the effects	Y/501/0598	ASM 34
Supply and exchange injecting equipment for individuals	D/501/0599	ASM 35
Understand and meet the nutritional requirements of individuals with dementia	T/601/9187	DEM 302
Enable rights and choices of individuals with dementia whilst minimising risks	A/601/9191	DEM 304

Understand and enable interaction and communication with individuals who have dementia	Y/601/4693	DEM 312
Equality, diversity and inclusion in dementia care practice	Y/601/9277	DEM 313
Provide support to manage pain and discomfort	K/601/9025	HSC 2003
Gain access to the homes of individuals, deal with emergencies and ensure security on departure	R/601/7902	HSC 2019
Undertake agreed pressure area care	T/601/8721	HSC 2024
Move and position individuals in accordance with their plan of care	J/601/8027	HSC 2028
Contribute to raising awareness of health issues	T/601/9027	HSC 3001
Provide support to continue recommended therapies	A/601/9028	HSC 3002
Provide support to maintain and develop skills for everyday life	L/601/8028	HSC 3003
Facilitate learning and development activities to meet individual needs and preferences	L/601/8644	HSC 3004
Support the development of community partnerships	M/601/9494	HSC 3007
Implement therapeutic Group Activities	D/601/9491	HSC 3008
Support individuals to develop and run support groups	H/601/9492	HSC 3010
Prepare to support individuals within a shared lives arrangement	M/601/9611	HSC 3012
Support individuals to access and use services and facilities	F/601/7927	HSC 3013
Provide support for individuals within a shared lives arrangement	J/601/9601	HSC 3014
Support individuals in their relationships	R/601/8578	HSC 3019
Facilitate person centred assessment, planning, implementation and review	H/601/8049	HSC 3020
Support individuals to live at home	Y/601/7903	HSC 3022
Support individuals to manage their	D/601/7904	HSC 3023

finances		
Support individuals to access and manage direct payments	H/601/7905	HSC 3024
Support individuals to access housing and accommodation services	K/601/7906	HSC 3027
Support individuals to deal with personal relationship problems	R/601/8581	HSC 3028
Support Individuals With Specific Communication Needs	T/601/8282	HSC 3029
Support individuals during a period of change	M/601/7907	HSC 3033
Support individuals to prepare for and settle in to new home environments	T/601/7908	HSC 3034
Support individuals who are bereaved	A/601/7909	HSC 3035
Work in partnership with families to support individuals	H/601/8147	HSC 3038
Promote positive behaviour	F/601/3764	HSC 3045
Support use of medication in social care settings	F/601/4056	HSC 3047
Support individuals at the end of life	T/601/9495	HSC 3048
Prepare environments and resources for use during healthcare activities	R/601/8824	HSC 3049
Prepare for and carry out extended feeding techniques	A/601/8980	HSC 3050
Undertake tissue viability risk assessments	Y/601/9022	HSC 3051
Undertake physiological measurements	R/601/8662	HSC 3052
Obtain venous blood samples	D/601/8860	HSC 3053
Undertake urethral catheterisation processes	J/601/8979	HSC 3054
Identify the physical health needs of individuals with mental health needs and plan appropriate actions	A/601/9174	HSC 3055
Support families in maintaining relationships in their wider social structures	K/601/9185	HSC 3056

Work with families, carers and individuals during times of crisis	F/601/9029	HSC 3057
Enable individuals with behavioural difficulties to develop strategies to change their behaviour	L/601/9034	HSC 3058
Help individuals address their substance use through an action plan	J/601/9968	HSC 3061
Interact with and support individuals using telecommunications	D/616/8810	HSC 3062
Implement the positive behavioural support model	T/601/9738	HSC 3065
Support positive risk taking for individuals	L/601/9549	HSC 3066
Support individuals to maintain personal hygiene	K/601/9963	LD 206 C
Support person-centred thinking and planning	A/601/7215	LD 302
Promote active support	D/601/7353	LD Op 303
Support individuals with a learning disability to access healthcare	J/601/8657	LD 308
Support young people with a disability to make the transition into adulthood	F/602/0049	LD 311 C
Support parents with disabilities	K/601/7047	LD 312
Support individuals with self-directed support	J/602/0053	LD Op 314 C
Work with other professionals and agencies to support individuals with a physical disability	Y/601/6170	PD OP 3.2
Support families of individuals with Acquired Brain Injury	T/601/5804	PD OP 3.4
Support families who have a child with a disability	D/601/5750	PD OP 3.5
Support individuals with multiple conditions and/or disabilities	A/601/5190	SS OP 3.3
Support individuals in the use of assistive technology	J/601/3541	SS OP 3.4
Support the assessment of individuals with sensory loss	R/601/3543	SS OP 3.5
Support the promotion of awareness of sensory loss	K/616/8812	SS OP 3.6

Support individuals to access education, training or employment	H/601/3546	SS OP 3.7
Enable individuals to negotiate environments	R/601/5180	SS OP 3.8
Contribute to effective team working in health and social care or children and young people's	H/504/2194	PT13CY076
Support individuals to stay safe from harm or abuse	T/504/2202	PT13CY073
Provide support to adults who have experienced harm or abuse	J/504/2205	PT14CY005
Assess the needs of carers and families	T/504/2216	PT13CY074
Support individuals to be part of a community	M/616/813	PT13CY075
Promote nutrition and hydration in health and social care settings	T/503/2575	FSN 301
Provide support for journeys	A/601/8025	HSC 2008
Support individuals who are distressed	L/601/8143	HSC 2012
Facilitate the development of effective group practice in health and social care or children and young people's settings	Y/602/2339	O20c
Manage induction in health and social care or children and young people's settings	T/602/2574	O35
Supporting infection prevention and control in social care	R/504/2207	PL13CY010
Understand sensory loss	M/601/3467	SSMU3.1
Understand models of disability	F/601/3473	SSOP3.1
Work with other professionals and agencies to support individuals with physical disabilities	K/601/6190	N/A
Support Families who are affected by acquired brain injury	M/601/5817	N/A
Diabetes Awareness	D/503/1839	HSC S10
Promote stroke care management	A/616/8412	
Understand the administration of medication to Individuals with dementia using a person-centred	K/601/9199	N/A
Understand physical disability	J/601/6150	N/A

Develop professional supervision practice in health and social care or children and young people's work settings	M/602/3187	N/A
Support the spiritual well-being of individuals	K/507/9165	SFH121
Understand the impact of Acquired Brain Injury on individuals	Y/601/6167	PD OP 3.3
Equality, diversity and inclusion in dementia care practice	F/601/4686	HSC 21, 31, 41, 24, 35 and 45
Understand advance care planning	A/503/8135	N/A
Support individuals to be part of a community	M/616/8813	NA
Support individuals with autistic spectrum conditions	M/504/2196	N/A

## Appendix A: Units

<b>Unit Title:</b>	Promote Communication in Care Settings		
<b>Unit No</b>	J/616/8395		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	3		
<b>Unit details:</b> This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good communication and ways to overcome barriers to meet individual needs and preferences in communication.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand why effective communication is important in the work setting.	1.1	Identify the different reasons people communicate
		1.2	Explain how communication affects relationships in the work setting
		1.3	Explain ways to manage challenging situations
2	Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1	Demonstrate how to establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of the interaction
		2.2	Describe the factors to consider when promoting effective communication
		2.3	Demonstrate a range of communication methods and styles to meet individual needs
		2.4	Demonstrate how to respond to an individual's reactions when communicating
3	Be able to overcome barriers to communication.	3.1	Explain how people from different backgrounds may use and/or interpret communication methods in different ways
		3.2	Identify barriers to effective communication
		3.3	Demonstrate ways to overcome barriers to communication.

		3.4	Demonstrate how to use strategies that can be used to clarify misunderstandings
		3.5	Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours
		3.6	Explain how to access extra support or services to enable individuals to communicate effectively
		3.7	Explain the purposes and principles of independent advocacy
		3.8	Explain when to involve an advocate and how to access advocacy services
4	Be able to apply principles and practices relating to confidentiality.	4.1	Explain the meaning of the term 'confidentiality'
		4.2	Demonstrate ways to maintain and promote confidentiality in day to-day communication
		4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

### Unit guidance

**Care settings** e.g. Adult, children and young people's health settings and adult care settings.

**Work setting** may include one specific location or a range of locations, depending on the context of a particular work role.

**Preferences** may be based on:

- Beliefs
- Values
- Culture

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Communication methods** may include:

➤ Non-verbal communication

- eye contact
- touch
- physical gestures
- body language
- behaviour
- sign language
- braille
- pictorial information

➤ Verbal communication

- vocabulary
- linguistic tone
- pitch technological aids

**Services** may include:

- Translation services
- Interpreting services
- Speech and language services
- Advocacy services.

<b>Unit Title:</b>	Promote effective handling of information in care settings		
<b>Unit No</b>	L/616/8396		
<b>Level:</b>	3		
<b>GLH:</b>	16		
<b>Credit:</b>	2		
<b>Unit details:</b> This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand requirements for handling information in care settings.	1.1	Identify legislation and codes of practice that relate to handling information in care settings
		1.2	Summarise the main points of legal requirements and codes of practice for handling information in care settings
2	Be able to implement good practice in handling information.	2.1	Describe features of manual and electronic information storage systems that help ensure security
		2.2	Demonstrate practices that ensure security when storing and accessing information
		2.3	Maintain records that are up-to-date, complete, accurate and legible
		2.4	Support audit processes in line with own role and responsibilities
3	Be able to support others to handle information	3.1	Support others to understand the need for secure handling of information
		1.2	Support others to understand and contribute to records
<b>Unit guidance</b>			
<b>Care settings</b> e.g. Adult, children and young people's health settings and adult care settings.			
<b>Others</b> may include:			
➤ Team members			

- Colleagues
- Individuals accessing or commissioning care or support
- Families, carers or advocates.

<b>Unit Title:</b>	Promote personal development in care settings		
<b>Unit No</b>	F/616/8394		
<b>Level:</b>	3		
<b>GLH:</b>	10		
<b>Credit:</b>	1		
<b>Unit details:</b> This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own work role
		1.2	Explain expectations about own work role as expressed in relevant <b>standards</b>
		1.3	Describe how to work effectively with <b>others</b>
2	Be able to reflect on practice.	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided
		2.2	Reflect on practice to improve the quality of the service provided
		2.3	Describe how own values, belief systems and experiences may affect working practice
3	Be able to evaluate own performance	3.1	Evaluate own knowledge, performance and understanding against relevant standards
		3.2	Use feedback to evaluate own performance and inform development
4	Be able to agree a personal development plan.	4.1	Identify <b>sources of support</b> for planning and reviewing own development
		4.2	Work with others to review and prioritise own learning needs, professional interests and development opportunities
		4.3	Work with others to agree own <b>personal development plan</b>
5	Be able to use learning opportunities and	5.1	Evaluate how learning activities have affected practice

reflective practice to contribute to personal development	5.4	Explain how reflective practice has led to improved ways of working
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**Unit guidance**

**Care settings** e.g. Adult, children and young people's health settings and adult care settings.

**Standards** may include:

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates.

**Sources of support may** include:

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

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

**Continuing Professional Development (CPD)** refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply

<b>Unit Title:</b>	Promote person-centred approaches in care settings		
<b>Unit No</b>	A/616/8393		
<b>Level:</b>	3		
<b>GLH:</b>	39		
<b>Credit:</b>	4		
<b>Unit details:</b> This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how to promote the application of person-centred approaches in care settings.	1.1	Explain how and why <b>person-centred values</b> must influence all aspects of health and adult care work
		1.2	Evaluate the use of <b>care plans</b> in applying person-centred values
		1.3	Explain how to collate and analyse feedback to support the delivery of person-centred care in line with roles and responsibilities
2	Be able to work in a person-centred way.	2.1	Work with an <b>individual</b> and <b>others</b> to find out the individual's history, <b>preferences</b> , wishes and needs
		2.2	Demonstrate ways to put person-centred values into practice in a <b>complex or sensitive</b> situation
		2.3	Adapt actions and approaches in response to an individual's changing needs or preferences
3	Be able to establish consent when providing care or support.	3.1	Analyse factors that influence the capacity of an individual to express <b>consent</b>
		3.2	Establish consent for an activity or action
		3.3	Explain what steps to take if consent cannot be readily established
4	Be able to implement and promote active participation.	4.1	Describe different ways of applying active participation to meet individual needs
		4.2	Work with an individual and others to agree how <b>active participation</b> will be implemented

		4.3	Demonstrate how active participation can address the holistic needs of an individual
		4.4	Demonstrate ways to promote understanding and use of active participation
5	Be able to support the individual's right to make choices.	5.1	Support an individual to make informed choices
		5.2	Use own role and authority to support the individual's right to make choices
		5.3	Manage risk in a way that maintains the individual's right to make choices
		5.4	Describe how to support an individual to question or challenge decisions concerning them that are made by others
6	Be able to promote individuals' wellbeing.	6.1	Explain the links between identity, self-image and self-esteem
		6.2	Analyse factors that contribute to the <b>wellbeing</b> of individuals
		6.3	Support an individual in a way that promotes their sense of identity, self-image and self esteem
		6.4	Demonstrate ways to contribute to an environment that promotes well-being
7	Understand the role of risk assessment in enabling a person-centred approach.	7.1	Compare different uses of risk assessment in care settings
		7.2	Explain how risk-taking and risk assessment relate to rights and responsibilities
		7.3	Explain why risk assessments need to be regularly revised

### Unit guidance

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Care settings e.g. Adult, children and young people's health settings and adult care settings. DHS 4: Promote person-centred approaches in care settings

**Person-centred values** include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence.

A **care plan** may be known by other names e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Others** may include:

- Team members and colleagues
- Other professionals
- Individuals who require care or support
- Families, friends, advocates or others who are important to individuals.

**Preferences** may be based on:

- Beliefs

- values
- culture.

**Complex or sensitive situations** may include those that are:

- Distressing or traumatic
- Threatening or frightening
- Likely to have serious implications or consequences
- Of a personal nature
- Involving complex communication or cognitive needs.

**Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.

**Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; individual is regarded as an active partner in their own care or support, rather than a passive recipient.

**Well-being** may include aspects that are:

- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental

<b>Unit Title:</b>	Promote equality and inclusion in care settings		
<b>Unit No:</b>	T/616/8392		
<b>Level:</b>	3		
<b>GLH:</b>	18		
<b>Credit:</b>	2		
<b>Unit details:</b> This unit is aimed at those who work in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the importance of diversity, equality and inclusion.	1.1	Explain what is meant by: <ul style="list-style-type: none"> <li>➤ Diversity</li> <li>➤ Equality</li> <li>➤ Inclusion</li> <li>➤ Discrimination</li> </ul>
		1.2	Describe the <b>effects</b> of discrimination
		1.3	Explain how inclusive practice promotes equality and supports diversity
2	Be able to work in an inclusive way.	2.1	Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role
		2.2	Work with <b>individuals</b> in a way that respects their beliefs, culture, values and <b>preferences</b>
3	Be able to promote diversity, equality and inclusion.	3.1	Model inclusive practice
		3.2	Support <b>others</b> to promote equality and rights
		3.3	Describe how to challenge discrimination in a way that promotes change
<b>Unit guidance</b>			
<b>Care settings</b> e.g. Adult, children and young people's health settings and adult care settings.			
<b>Effects</b> may include effects on: <ul style="list-style-type: none"> <li>➤ The individual</li> <li>➤ Families or friends of the individual</li> <li>➤ Those who inflict discrimination</li> <li>➤ Wider society</li> </ul>			

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Preferences** may be based on:

- Beliefs
- Values
- Culture

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates.

<b>Unit Title:</b>	Promote health, safety and wellbeing in care settings		
<b>Unit No:</b>	H/616/8386		
<b>Level:</b>	3		
<b>GLH:</b>	45		
<b>Credit:</b>	6		
<b>Unit details:</b> This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health, safety and well-being in their work setting.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1	Identify legislation relating to health and safety in a care setting
		1.2	Explain the main points of health and safety <b>policies and procedures</b> agreed with the employer
		1.3	Analyse the main health and safety responsibilities of: <ul style="list-style-type: none"> <li>➤ Self</li> <li>➤ The employer or manager</li> <li>➤ <b>Others</b> in the <b>work setting</b></li> </ul>
		1.4	Identify specific <b>tasks</b> in the work setting that should not be carried out without special training
2	Be able to carry out own responsibilities for health and safety	2.1	Use policies and procedures or other agreed ways of working that relate to health and safety
		2.2	Support others' understanding of health and safety and follow agreed safe practices
		2.3	Monitor potential health and safety risks
		2.4	Use risk assessment in relation to health and safety
		2.5	Minimise potential risks and hazards
		2.6	Access additional support or information relating to health and safety
3	Understand procedures for responding to accidents and sudden	3.1	Describe different types of accidents and sudden illness that may occur in own work setting

	illness	3.2	Explain procedures to be followed if an accident or sudden illness should occur
4	Be able to reduce the spread of infection	4.1	Explain own role in supporting others to follow practices that reduce the spread of infection
		4.2	Describe the causes and spread of infection
		4.3	Demonstrate the use of <b>Personal Protective Equipment (PPE)</b>
		4.4	Wash hands using the recommended method
		4.5	Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work
5	Be able to move and handle equipment and other objects safely	5.1	Explain the main points of legislation that relate to moving and handling
		5.2	Explain the principles for safe moving and handling
		5.3	Move and handle equipment and other objects safely
6	Be able to handle hazardous substances and materials	6.1	Describe types of hazardous substances that may be found in the work setting
		6.2	Use safe practices when: <ul style="list-style-type: none"> <li>➤ Storing hazardous substances</li> <li>➤ Using hazardous substances</li> <li>➤ Disposing of hazardous substances and materials</li> </ul>
7	Be able to promote fire safety in the work setting	7.1	Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>➤ Starting</li> <li>➤ Spreading</li> </ul>
		7.2	Demonstrate measures that prevent fires from starting
		7.3	Explain emergency procedures to be followed in the event of a fire in the work setting
		7.4	Ensure clear evacuation routes are

			maintained at all times
8	Be able to implement security measures in the work setting.	8.1	Follow agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>➤ Premises</li> <li>➤ Information</li> </ul>
		8.2	Use measures to protect own security and the security of others in the work setting
		8.3	Explain the importance of ensuring that others are aware of own whereabouts
9	Know how to manage stress	9.1	Describe common signs and indicators of stress in self and others
		9.2	Analyse factors that can trigger stress
		9.3	3 Compare strategies for managing <b>stress</b> in self and others
		9.4	Explain how to access <b>sources of support</b>

### Unit guidance

Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

**Care settings** may include health, adult care or children and young people's settings

**Policies and procedures** may include other agreed ways of working as well as formal policies and procedures.

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates.

**Work setting** may include one specific location or a range of locations, depending on the context of a particular work role

**Tasks** that the learner should not carry out without special training may include those relating to:

- Use of equipment
- First aid
- Medication
- Health care procedures
- Food handling and preparation

Use of **Personal Protective Equipment (PPE)**

The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

**Stress** can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

**Sources of support** may include:

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

<b>Unit Title:</b>	Responsibilities of a care worker
<b>Unit No:</b>	D/616/8385
<b>Level:</b>	2
<b>GLH:</b>	16
<b>Credit:</b>	2

**Unit details:** This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer, and work in partnership with others.

<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand working relationships in care settings.	1.1	Explain how a working relationship is different from a personal relationship
		1.2	Describe different working relationships in <b>care settings</b>
2	Be able to work in ways that are agreed with the employer	2.1	Describe why it is important to adhere to the <b>agreed scope of the job role</b>
		2.2	Access full and up-to-date details of agreed ways of working
		2.3	Work in line with agreed ways of working
		2.4	Contribute to quality assurance processes to promote positive experiences for <b>individuals</b> receiving care
3	Be able to work in partnership with others.	3.1	Explain why it is important to work in partnership with <b>others</b>
		3.2	Demonstrate ways of working that can help improve partnership working
		3.3	Identify skills and approaches needed for resolving conflicts
		3.4	Access support and advice about: <ul style="list-style-type: none"> <li>➤ Partnership working</li> <li>➤ Resolving conflicts</li> </ul>

**Unit guidance**

Learning outcomes 2 and 3 must be assessed in a real work environment.

**Care settings** e.g. Adult, children and young people's health settings and adult care settings

**Agreed ways of working** include policies and procedures where these exist;

they may be less formally documented with micro-employers.

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Others** may include:

- Team members and colleagues
- Other professionals
- Individual people who require care or support
- Families, friends, advocates or others who are important to individual people.

<b>Unit Title:</b>	Duty of care in care settings		
<b>Unit No:</b>	Y/616/8384		
<b>Level:</b>	3		
<b>GLH:</b>	8		
<b>Credit:</b>	1		
<b>Unit details:</b> This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how duty of care contributes to safe practice	1.1	Explain what it means to have a duty of care in own work role
		1.2	Explain how duty of care relates to duty of candour
		1.3	Explain how duty of care contributes to the safeguarding or protection of <b>individuals</b>
2	Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1	Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights
		2.2	Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
		2.3	Explain where to get additional support and advice about conflicts and dilemmas
3	Know how to respond to complaints.	3.1	Describe how to respond to complaints
		3.2	Explain <b>policies and procedures</b> relating to the handling of complaints
<b>Unit guidance</b>			
<b>Care settings</b> e.g. Adult, children and young people's health settings and adult care settings.			
<b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			
<b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures.			

<b>Unit Title:</b>	Safeguarding and protection in care settings
<b>Unit No:</b>	R/616/8383
<b>Level:</b>	2
<b>GLH:</b>	26
<b>Credit:</b>	3
<b>Unit details:</b> This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.	
<b>Learning Outcome</b> <b>The learner will:</b>	<b>Assessment Criterion</b> <b>The learner can:</b>
1 Understand principles of safeguarding adults	1.1 Explain the term 'safeguarding'
	1.2 Explain own role and responsibilities in safeguarding individuals
	1.3 Define the following terms: <ul style="list-style-type: none"> <li>➤ Physical abuse</li> <li>➤ <b>Domestic abuse</b></li> <li>➤ Sexual abuse</li> <li>➤ Emotional/ psychological abuse</li> <li>➤ Financial/material abuse</li> <li>➤ Modern slavery</li> <li>➤ Discriminatory abuse</li> <li>➤ Institutional/organisational abuse</li> <li>➤ Self-neglect</li> <li>➤ Neglect by others</li> </ul>
	1.4 Describe harm
	1.5 Describe restrictive practices
2 Know how to recognise signs of abuse	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> <li>➤ Physical abuse</li> <li>➤ Domestic abuse</li> <li>➤ Sexual abuse</li> <li>➤ Emotional/psychological abuse</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Financial/material abuse</li> <li>➤ Modern slavery</li> <li>➤ Discriminatory abuse</li> <li>➤ Institutional/ organisational abuse</li> <li>➤ Self-neglect</li> <li>➤ Neglect by others</li> </ul>
		2.2	Describe factors that may contribute to an individual being more vulnerable to abuse
3	Know how to respond to complaints.	3.1	Explain the <b>actions to take</b> if there are suspicions that an individual
		3.2	Explain the actions to take if an individual alleges that they are being abused
		3.3	Identify ways to ensure that evidence of abuse is preserved
4	Understand the national and local context of safeguarding and protection from abuse	4.1	Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse
		4.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse
		4.3	Identify factors which have featured in reports into serious cases of abuse and neglect
		4.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistle-blowing
		4.5	Identify when to seek support in situations beyond your experience and expertise
5	Understand ways to reduce the likelihood of abuse.	5.1	Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>➤ Working with <b>person-centred values</b></li> <li>➤ Encouraging <b>active participation</b></li> <li>➤ Promoting choice and rights</li> <li>➤ Supporting individuals with awareness of personal safety</li> </ul>
		5.2	Explain the importance of an accessible

			complaints procedure for reducing the likelihood of abuse
		5.3	Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention
6	Know how to recognise and report unsafe practices	6.1	Describe unsafe practices that may affect the well-being of individuals
		6.2	Explain the actions to take if unsafe practices have been identified
		6.3	Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
7	Understand principles for online safety	7.1	Describe the potential risks presented by: <ul style="list-style-type: none"> <li>➤ The use of electronic communication devices</li> <li>➤ The use of the internet</li> <li>➤ The use of social networking sites</li> <li>➤ Carrying out financial transactions online</li> </ul>
		7.2	Explain ways of reducing the risks presented by each of these types of activity
		7.3	Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices

### Unit guidance

**Care settings** e.g. Adult, children and young people's health settings and adult care settings.

**Domestic abuse** should include acts of control and coercion.

**Factors** may include:

- A setting or situation
- The individual

**Individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.

**Actions to take** constitute the learner's responsibilities in responding to

allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- A colleague
- Someone in the individual's personal network
- The learner
- The learner's line manager
- Others.

**Local systems** may include:

- Employer/organisational policies and procedures
- Multi-agency adult protection arrangements for a locality.

### **Whistle-blowing**

A whistle-blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct. Person-centred values include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

**Active participation** is 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

**Unsafe practices** may include:

- Poor working practices

- Resource difficulties
- Operational difficulties.

**Well-being** may include aspects that are:

- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental

<b>Unit Title:</b>	Purpose and principles of Independent Advocacy		
<b>Unit No:</b>	M/502/3146		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of the purpose and principles of Independent Advocacy			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand Independent Advocacy	1.1	Define Independent Advocacy
		1.2	Explain the limits to Advocacy and boundaries to the service
		1.3	Identify the different steps within the Advocacy process
		1.4	Distinguish when Independent Advocacy can and cannot help
		1.5	Identify a range of services Independent Advocates commonly signpost to
		1.6	Explain the difference between Advocacy provided by Independent Advocates and other people
2	Explain principles and values underpinning Independent Advocacy	2.1	Explain the key principles underpinning Independent Advocacy
		2.2	Explain why the key principles are important
3	Describe the development of Advocacy	3.1	Explain the purpose of Independent Advocacy
		3.2	Identify key milestones in the history of Advocacy
		3.3	Explain the wider policy context of Advocacy
4	Be able to explain different types of Advocacy support and their purpose	4.1	Compare a range of Advocacy models
		4.2	Explain the purpose of different Advocacy models
		4.3	Identify the commonalities and differences in a range of Advocacy models

5	Understand the roles and responsibilities of an Independent Advocate	5.1	Explain roles and responsibilities within Independent Advocacy
		5.2	Describe the limits and boundaries of an Independent Advocate
		5.3	Describe the skills, attitudes and personal attributes of a good Advocate
		5.4	Identify when and who to seek advice from when faced with dilemmas
6	Understand Advocacy standards	6.1	Describe a range of standards which apply to Independent Advocacy
		6.3	Explain how standards can impact on the Advocacy role and service

<b>Unit Title:</b>	Understand mental well-being and mental health promotion
<b>Unit No:</b>	F/602/0097
<b>Level:</b>	3
<b>GLH:</b>	14
<b>Credit:</b>	3

**Unit details:** The aim of this unit is to develop the learner's knowledge and understanding of mental well-being and mental health promotion

<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	1.1	Evaluate two different views on the nature of mental well-being and mental health
		1.2	Explain the range of factors that may influence mental well-being and mental health problems across the <b>life span</b>
		1.3	Explain how the following types of <b>risk factors</b> and protective factors influence levels of resilience in <b>individuals</b> and groups in relation to mental well-being and mental health
2	Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	2.1	Explain the steps that an individual may take to promote their mental well-being and mental health
		2.2	Explain how to support an individual in promoting their mental well-being and mental health
		2.3	Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health
		2.4	Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community
		2.5	Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community

### Unit guidance

**Life span** – learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their wellbeing as adults and the potential impact of levels of wellbeing in later life. This is in

order to promote a holistic and whole-person approach to understanding wellbeing and mental health.

**Risk factors:** including inequalities, poor quality social relationships

**Protective factors:** including socially valued roles, social support and contact

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

<b>Unit Title:</b>	Understand mental health problems		
<b>Unit No:</b>	J/602/0103		
<b>Level:</b>	3		
<b>GLH:</b>	14		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of mental health problems			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Know the main forms of mental ill health	1.1	Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: <ul style="list-style-type: none"> <li>➤ Mood disorders</li> <li>➤ Personality disorders</li> <li>➤ Anxiety disorders</li> <li>➤ Psychotic disorders</li> <li>➤ Substance-related disorders</li> <li>➤ Eating disorders</li> <li>➤ Cognitive disorders</li> </ul>
		1.2	Explain the key strengths and limitations of the psychiatric classification system
		1.3	Explain two alternative frameworks for understanding mental distress
		1.4	Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour
2	Know the impact of mental ill health on individuals and others in their social network	2.1	Explain how <b>individuals</b> experience discrimination due to misinformation, assumptions and stereotypes about mental ill health
		2.2	Explain how mental ill health may have an impact on the individual including: <ul style="list-style-type: none"> <li>➤ Psychological and emotional</li> <li>➤ Practical and financial</li> <li>➤ The impact of using services</li> <li>➤ Social exclusion</li> </ul>

		➤ Positive impacts
	2.3	<p>Explain how mental ill health may have an impact on those in the individual's familial, social or work network including:</p> <ul style="list-style-type: none"> <li>➤ Psychological and emotional</li> <li>➤ Practical and financial</li> <li>➤ The impact of using services</li> <li>➤ Social exclusion</li> </ul>
	2.4	Explain the benefits of early intervention in promoting an individual's mental health and well-being
<p><b>Unit guidance</b></p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner</p>		

<b>Unit Title:</b>	Understand the process and experience of dementia		
<b>Unit No:</b>	J/601/3538		
<b>Level:</b>	3		
<b>GLH:</b>	22		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learners knowledge and understanding of the process and experience of dementia			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the neurology of dementia.	1.1	Describe a range of causes of dementia syndrome
		1.2	Describe the types of memory impairment commonly experienced by <b>individuals</b> with dementia
		1.3	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
		1.4	Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
		1.5	Explain why the abilities and needs of an individual with dementia may fluctuate
2	Understand the impact of recognition and diagnosis of dementia.	2.1	Describe the impact of early diagnosis and follow up to diagnosis
		2.2	Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
		2.3	Explain the process of reporting possible signs of dementia within agreed ways of working
		2.4	Describe the possible impact of receiving a diagnosis of dementia on <ul style="list-style-type: none"> <li>➤ The individual</li> <li>➤ Their family and friends</li> </ul>
3	Understand how dementia care must be underpinned by a	3.1	Compare a person centred and a non-person centred approach to dementia care

person centred approach.	3.2	Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
	3.3	Describe how myths and stereotypes related to dementia may affect the individual and their carers
	3.4	Describe ways in which individuals and carers can be supported to overcome their fears

**Unit guidance**

**Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

<b>Unit Title:</b>	Understand the administration of medication to individuals with dementia using a person-centred approach		
<b>Unit No:</b>	K/601/9199		
<b>Level:</b>	3		
<b>GLH:</b>	15		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of administration of medication to individuals with dementia using a person centred approach			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the common medications available to, and appropriate for, individuals with dementia	1.1	Outline the most common medications used to treat symptoms of dementia
		1.2	Describe how commonly used medications affect individuals with dementia
		1.3	Explain the risks and benefits of anti-psychotic medication for individuals with dementia
		1.4	Explain the importance of recording and reporting side effects/adverse reactions to medication
		1.5	Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain
2	Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication	2.1	Describe person-centred ways of <b>administering</b> medicines whilst adhering to administration instructions
		2.2	Explain the importance of advocating for an individual with dementia who may be prescribed medication
<b>Unit guidance</b>			
<b>Administering</b> , e.g.			
<ul style="list-style-type: none"> <li>➤ fitting with the routines of the individual</li> <li>➤ meeting the preferences of the individual (tablets/solutions)</li> <li>➤ enabling techniques</li> </ul>			

➤ self-administration

<b>Unit Title:</b>	Understand the role of communication and interactions with individuals who have dementia		
<b>Unit No:</b>	L/601/3539		
<b>Level:</b>	3		
<b>GLH:</b>	26		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of the role of communication and interactions with individuals who have dementia			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand that individuals with dementia may communicate in different ways	1.1	Explain how individuals with dementia may communicate through their behaviour
		1.2	Give examples of how carers and others may misinterpret communication
		1.3	Explain the importance of effective communication to an individual with dementia
		1.4	Describe how different forms of dementia may affect the way an individual communicates
2	Understand the importance of positive interactions with individuals with dementia	2.1	Give examples of positive interactions with individuals who have dementia
		2.2	Explain how positive interactions with individuals who have dementia can contribute to their wellbeing
		2.3	Explain the importance of involving individuals with dementia in a range of activities
		2.4	Compare a reality orientation approach to interactions with a validation approach
3	Understand the factors which can affect interactions and communication of individuals with dementia	3.1	List the physical and mental health needs that may need to be considered when communicating with an individual with dementia
		3.2	Describe how the sensory impairment of an individual with dementia may affect their communication skills

		3.3	Describe how the sensory impairment of an individual with dementia may affect their communication skills
		3.4	Describe how the behaviour of carers or others might affect an individual with dementia
		3.5	Explain how the use of language can hinder positive interactions and communication

<b>Unit Title:</b>	Understand the diversity of individuals with dementia and the importance of inclusion		
<b>Unit No:</b>	Y/601/3544		
<b>Level:</b>	3		
<b>GLH:</b>	23		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of the diversity of individuals with dementia and the importance of inclusion			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the concept of diversity and its relevance to working with individuals who have dementia.	1.1	Explain what is meant by the terms <ul style="list-style-type: none"> <li>➤ Diversity</li> <li>➤ Anti-discriminatory practice</li> <li>➤ Anti-oppressive practice</li> </ul>
		1.2	Explain why it is important to recognise and respect an <b>individual's heritage</b>
		1.3	Describe why an individual with dementia may be subjected to discrimination and oppression
		1.4	Describe how discrimination and oppressive practice can be challenged
2	Understand that each individual's experience of dementia is unique.	2.1	Explain why it is important to identify an individual's specific and unique needs
		2.2	Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
		2.3	Describe how the experience of an individual's dementia may impact on carers
		2.4	Describe how the experience of dementia may be different for individuals at the end of life <ul style="list-style-type: none"> <li>➤ Who have a learning disability</li> </ul>

			➤ Who are from different ethnic backgrounds
3	Understand the importance of working in a person centred way and how this links to inclusion.	3.1	Explain how current legislation and Government policy supports person centred working
		3.2	Explain how person centred working can ensure that an individual's specific and unique needs are met
		3.3	Describe ways of helping an individual's carers or <b>others</b> understand the principles of person centred care
		3.4	Identify practical ways of helping the individual with dementia maintain their identity

### Unit guidance

An **individual** is someone requiring care or support

**Heritage** this refers to an individual's culture, history and personal experiences, and is unique to them

**Others** may be

- care worker
- colleagues
- managers
- social worker
- occupational therapist
- general practitioner
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- independent mental capacity advocate
- independent mental health advocate
- advocate
- dementia care adviser
- support groups

<b>Unit Title:</b>	Understand theories of relationships and social networks		
<b>Unit No:</b>	Y/601/8579		
<b>Level:</b>	4		
<b>GLH:</b>	29		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of the theories of relationships and social networks			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the relevance of relationship theories to health and social care practice.	1.1	Compare key principles of relationship theories
		1.2	Analyse ways in which an understanding of relationship theories can enhance health and social care practice
2	Understand the impact of relationships and social networks on well-being and self-esteem.	2.1	Describe the benefits of supportive relationships and social networks for an individual's well-being and self-esteem
		2.2	Describe the possible impact of difficult or dysfunctional relationships on an individual's well-being and self-esteem
		2.3	Analyse the features of supportive relationships and dysfunctional relationships
3	Understand factors that can influence the process of a relationship.	3.1	Explain the processes involved in the development, maintenance and breakdown of relationships
		3.2	Analyse how the development, maintenance and breakdown of relationships can be influenced by: <ul style="list-style-type: none"> <li>➤ Social factors</li> <li>➤ Economic factors</li> <li>➤ Cultural factors</li> <li>➤ Psychological factors</li> <li>➤ Physical factors</li> </ul>

<b>Unit Title:</b>	Introduction to personalisation in social care		
<b>Unit No:</b>	K/601/9493		
<b>Level:</b>	3		
<b>GLH:</b>	22		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to introduce and develop the learner's knowledge and understanding of personalisation in social care			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the meaning of personalisation in social care	1.1	Define the term 'personalisation' as it applies in social care
		1.2	Explain how personalisation can benefit individuals
		1.3	Explain the relationship between rights, choice and personalisation
		1.4	Identify legislation and other national policy documents that promote personalisation
2	Understand systems that support personalisation	2.1	List local and national systems that are designed to support personalisation
		2.2	Describe the impact that personalisation has on the process of commissioning social care
		2.3	Explain how direct payments and individual budgets support personalisation
3	Understand how personalisation affects the way support is provided	3.1	Explain how person centred thinking, person centred planning and person centred approaches support personalisation
		3.2	Describe how personalisation affects the balance of power between <b>individuals</b> and those providing support
		3.3	Give examples of how personalisation may affect the way an individual is supported from day to day
4	Understand how to implement personalisation	4.1	Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation
		4.2	Identify potential barriers to personalisation

		4.3	Describe ways to overcome barriers to personalisation in day to day work
		4.4	Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service

**Unit guidance**

An **individual** is someone requiring care or support

<b>Unit Title:</b>	The principles of Infection Prevention and Control		
<b>Unit No:</b>	L/501/6737		
<b>Level:</b>	2		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of the principles of infection prevention and control			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand roles and responsibilities in the prevention and control of infections	1.1	Explain employees' roles and responsibilities in relation to the prevention and control of infection
		1.2	Explain employers' responsibilities in relation to the prevention and control of infection
2	Understand legislation and policies relating to prevention and control of infections	2.1	Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection
		2.2	Describe local and organisational policies relevant to the prevention and control of infection
3	Understand systems and procedures relating to the prevention and control of infections	3.1	Describe procedures and systems relevant to the prevention and control of infection
		3.2	Explain the potential impact of an outbreak of infection on the <b>individual</b> and the organisation
4	Understand the importance of risk assessment in relation to the prevention and control of infections	4.1	Define the term risk
		4.2	Outline potential risks of infection within the workplace
		4.3	Describe the process of carrying out a risk assessment
		4.4	Explain the importance of carrying out a risk assessment
5	Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	5.1	Demonstrate correct use of PPE
		5.2	Describe different types of PPE
		5.3	Explain the reasons for use of PPE
		5.4	State current relevant regulations and legislation relating to PPE

		5.5	Describe employees' responsibilities regarding the use of PPE
		5.6	Describe employers' responsibilities regarding the use of PPE
		5.7	Describe the correct practice in the application and removal of PPE
		5.8	Describe the correct procedure for disposal of used PPE
6	Understand the importance of good personal hygiene in the prevention and control of infections	6.1	Describe the key principles of good personal hygiene
		6.2	Demonstrate good hand washing technique
		6.3	Describe the correct sequence for hand washing
		6.4	Explain when and why hand washing should be carried out
		6.5	Describe the types of products that should be used for hand washing
		6.6	Describe correct procedures that relate to skincare

**Unit guidance**

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

<b>Unit Title:</b>	Causes and Spread of Infection		
<b>Unit No:</b>	H/501/7103		
<b>Level:</b>	2		
<b>GLH:</b>	20		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of the causes and spread of infection			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the causes of infection	1.1	Identify the differences between bacteria, viruses, fungi and parasites
		1.2	Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
		1.3	Describe what is meant by "infection" and "colonisation"
		1.4	Explain what is meant by "systemic infection" and "localised infection"
		1.5	Identify <b>poor practices</b> that may lead to the spread of infection
2	Understand the transmission of infection	2.1	Explain the conditions needed for the growth of micro-organisms
		2.2	Explain the conditions needed for the growth of micro-organisms
		2.3	Explain the ways an infective agent might enter the body
		2.4	Explain how infective agents can be transmitted to a person
		2.5	Identify the key factors that will make it more likely that infection will occur
<b>Unit guidance</b>			
<b>Poor practices:</b> soiled linen and clinical waste should be covered for 1.5 and 1.6			

<b>Unit Title:</b>	Cleaning, Decontamination and Waste Management		
<b>Unit No:</b>	R/501/6738		
<b>Level:</b>	2		
<b>GLH:</b>	20		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding with regard to cleaning, decontamination and waste management			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how to maintain a clean environment to prevent the spread of infection	1.1	State the general principles for environmental cleaning
		1.2	Explain the purpose of cleaning schedules
		1.3	Describe how the correct management of the environment minimises the spread of infection
		1.4	Explain the reason for the national policy for colour coding of cleaning equipment
2	Understand the principles and steps of the decontamination process	2.1	Describe the three steps of the decontamination process
		2.2	Describe how and when cleaning agents are used
		2.3	Describe how and when disinfecting agents are used
		2.4	Explain the role of personal protective equipment (PPE) during the decontamination process
		2.5	Explain the concept of risk in dealing with specific types of contamination
		2.6	Explain how the level of risk determines the type of agent that may be used to decontaminate
		2.7	Describe how equipment should be cleaned and stored
3	Understand the	3.1	Identify the different categories of waste and the associated risks

importance of good waste management practice	3.2	Explain how to dispose of the different types of waste safely and without risk to others
	3.3	Explain how waste should be stored prior to collection
	3.4	Identify the legal responsibilities in relation to waste management
	3.5	State how to reduce the risk of sharps injury

<b>Unit Title:</b>	Understand the context of supporting individuals with learning disabilities		
<b>Unit No</b>	K/601/5315		
<b>Level:</b>	2		
<b>GLH:</b>	35		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of supporting individuals with learning disabilities			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities	1.1	Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
		1.2	Explain how this legislation and policies influence the day to day experiences of <b>individuals</b> with learning disabilities and their families
2	Understand the nature and characteristics of learning disability	2.1	Explain what is meant by learning disabilities
		2.2	Give examples of causes of learning disabilities
		2.3	Describe the medical and social models of disability
		2.4	State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
		2.5	Describe the possible impact on a family of having a member with a learning disability
3	Understand the historical context of learning disability	3.1	Explain the types of services that have been provided for individuals with learning disabilities over time
		3.2	Describe how past ways of working may affect present services
		3.3	Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities:

			<ul style="list-style-type: none"> <li>➤ Where people live</li> <li>➤ Daytime activities</li> <li>➤ Employment</li> <li>➤ Sexual relationships and parenthood</li> <li>➤ The provision of healthcare</li> </ul>
4	Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	4.1	Explain the meaning of the term 'social inclusion'
		4.2	Explain the meaning of the term advocacy
		4.3	Describe different types of advocacy
		4.4	Describe ways to build empowerment and <b>active participation</b> into everyday support with individuals with learning disabilities
5	Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1	Explain how attitudes are changing in relation to individuals with learning disabilities
		5.2	Give examples of positive and negative aspects of being labelled as having a learning disability
		5.3	Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
		5.4	Explain the roles of external agencies and others in changing attitudes, policy and practice
6	Know how to promote communication with individuals with learning disabilities	6.1	Identify ways of adapting each of the following when communicating with individuals who have learning disabilities <ul style="list-style-type: none"> <li>➤ Verbal communication</li> <li>➤ Non-verbal communication</li> </ul>
		6.2	Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities
		6.3	Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings

### Unit guidance

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Active participation** is 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

<b>Unit Title:</b>	Principles of supporting an individual to maintain personal hygiene		
<b>Unit No</b>	H/601/5703		
<b>Level:</b>	2		
<b>GLH:</b>	10		
<b>Credit:</b>	1		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of the principles of supporting an individual to maintain personal hygiene			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the importance of good personal hygiene	1.1	Explain why personal hygiene is important
		1.2	Describe the effects of poor personal hygiene on health and well-being
2	Know how to encourage an individual to maintain personal hygiene	2.1	Explain how to address personal hygiene issues with an individual in a sensitive manner without imposing own values
		2.2	Describe how to make an individual aware of the effects of poor hygiene on others
		2.3	Describe how to support an individual to develop and improve personal hygiene routines
3	Know how to support an individual to maintain personal hygiene	3.1	Identify factors that contribute to good personal hygiene
		3.2	Explain how to support the preferences and needs of the individual while maintaining their independence
		3.3	Describe how to maintain dignity of an individual when supporting intimate personal hygiene
		3.4	Describe risks to own health in supporting personal hygiene routines
		3.5	Describe how to reduce risks to own health
		3.6	Identify others that may be involved in supporting an individual to maintain personal hygiene
4	Understand when poor hygiene may be an	4.1	Identify underlying personal issues that may be a cause of poor personal hygiene

	indicator of other underlying personal issues	4.2	Describe how underlying personal issues might be addressed
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<b>Unit Title:</b>	Understand positive risk taking for individuals with disabilities		
<b>Unit No</b>	J/601/6293		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding regarding positive risk taking for individuals with disabilities			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand that individuals with disabilities have the same right as everyone else to take risks	1.1	Explain ways in which risk is an integral part of everyday life
		1.2	Explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks
		1.3	Explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks
2	Understand the importance of a positive, person-centred approach to risk assessment	2.1	Explain the process of developing a positive person-centred approach to risk assessment
		2.2	Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
		2.3	Explain how a service focused approach to risk assessment would differ from a person-centred approach
		2.4	Identify the consequences for the individual of a service focused approach to risk-assessment
3	Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks	3.1	Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
4	Understand the importance of considering with an individual with	4.1	Analyse why <b>individuals</b> with disabilities may be at risk of different forms of <b>abuse</b> , exploitation and harm in <b>different areas of their lives</b>

	disabilities the risks associated with the choices they make	4.2	Explain how to support individuals to recognise and manage potential risk in <b>different areas of their lives</b>
		4.3	Explain the importance of balancing the choices of the individual with their own and <b>others'</b> health and safety
		4.4	Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks
		4.5	Explain the importance of recording all discussions and decisions made
5	Understand the importance of a partnership approach to risk taking	5.1	Explain the importance of a person-centred partnership approach
		5.2	Describe ways of handling conflict when discussing and making decisions about risk

### Unit guidance

**Individual** is someone requiring care or support.

**Abuse** may include the following types:

- physical abuse
- sexual abuse
- emotional/psychological abuse
- financial abuse
- institutional abuse
- self-neglect
- neglect by others

**Different** areas of their lives may include: in public places, in activities online, of social activities at home and in other private spaces, and of disclosing personal and financial information.

**Others** may include:

- the individual
- colleagues
- families or carers
- friends
- other professionals

➤ members of the public

<b>Unit Title:</b>	Principles of supporting individuals with a learning disability regarding sexuality and sexual health		
<b>Unit No:</b>	A/601/6274		
<b>Level:</b>	3		
<b>GLH:</b>	21		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of the principles of supporting individuals with a learning disability regarding sexuality and sexual health			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the development of human sexuality	1.1	Define the terms: sexuality, sexual health, sexual orientation, and sexual expression
		1.2	Explain main sexual development milestones throughout an individual's lifespan
2	Understand how the sexual development of individuals' with a learning disability can differ	2.1	Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability
		2.2	Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development
		2.3	Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health
3	Understand the issues of sexual health and how these can be supported	3.1	Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being
		3.2	Identify sexual health issues that differently affect men and women
		3.3	Explain how sexual health issues can be supported within plans for healthcare
		3.4	Identify local services that exist to support sexual health for individuals

4	Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	4.1	Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice
5	Know how to support the sexual expression of an individual with a learning disability	5.1	Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities
		5.2	Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality
		5.3	Describe different ways an individual can express themselves sexually and how individual preferences can be supported
		5.4	Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences

<b>Unit Title:</b>	Understand how to support individuals with autistic spectrum conditions		
<b>Unit No:</b>	T/601/5317		
<b>Level:</b>	3		
<b>GLH:</b>	28		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the skills, knowledge and understanding that a learner needs to support individuals with autistic spectrum conditions			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the main characteristics of autistic spectrum conditions	1.1	Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
		1.2	Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the "triad of impairments"
		1.3	Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic <b>spectrum</b>
		1.4	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
		1.5	Describe other conditions that may be associated with the autistic spectrum
		1.6	Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum
2	Understand how autistic spectrum conditions can impact on the lives of individuals and those around them	2.1	Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and <b>others</b> close to them
		2.2	Explain how autistic spectrum conditions can impact on individuals differently

			according to factors such as their gender, ethnicity and social, cultural and religious environment
		2.3	Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families
		2.4	Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition
3	Understand different theories and concepts about autism	3.1	Explain theories about autism related to <ul style="list-style-type: none"> <li>➤ Brain function and genetics</li> <li>➤ Psychology</li> </ul>
		3.2	Explain why there are alternative choices of terminology used to describe the autism spectrum
		3.3	Describe the strengths and limitations of different types of terminology
		3.4	Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
		3.5	Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
		3.6	Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum
4	Understand the legal and policy framework that underpins good practice in the support	4.1	Identify what legislation and national and local policy and guidance exists
		4.2	Explain what individuals or situations the legislation, national and local policy and

	of individuals with autistic spectrum conditions		guidance applies to
		4.3	Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs
5	Understand how to achieve effective communication with individuals with an autistic spectrum condition	5.1	Give examples of how “challenging behaviour” can be a way of expressing emotions where there are communication differences
		5.2	Describe methods and systems used to develop and support an individual's communication
		5.3	Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style
6	Understand how to support individuals with an autistic spectrum condition	6.1	Explain why it is important to establish a person-centred plan catering to an individual's specific preferences and needs
		6.2	Explain why consultation with families/parents/carers is important in person-centred planning and support
		6.3	Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills
		6.4	Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
		6.5	Explain ways of helping an individual with an autistic spectrum condition to protect themselves from <b>harm</b>
		6.6	Explain how needs change for individuals and their families at different stages of their lives
		6.7	Describe the role that advocacy can play in the support of individuals with an autistic

		spectrum condition
<p><b>Unit guidance:</b></p> <p>The terminology chosen to describe the autistic spectrum in this component is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorder (ASD). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASD in this context.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Spectrum</b> – to include sub conditions and individual variations</p> <p><b>Others</b> – parents/carers, siblings, partner</p> <p><b>Harm</b> may include: being taken advantage of because of lack of social understanding; violating the law without realising they are doing something harmful; abuse; extreme anxiety etc.</p>		

<b>Unit Title:</b>	Principles of supporting young people with a disability to make the transition into adulthood		
<b>Unit No:</b>	M/601/7227		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of the principles of supporting young people with a disability to make the transition into adulthood			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the steps and stages of moving from childhood into adulthood.	1.1	Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood
		1.2	Explain the changes faced by young people as they move from childhood into adulthood in relation to their: freedoms, rights, and responsibilities
		1.3	Explain how culture may impact on the process of moving from childhood into adulthood
		1.4	Explain theories about change and how this can affect a young person with a disability
2	Understand how having a disability may affect the process of moving from childhood into adulthood.	2.1	Explain, giving examples, the potential effects of the transition process on young people with disabilities and their <b>families</b>
		2.2	Identify challenges young people with a disability might have understanding and coping with change
		2.3	Outline the methods that can be used to support a young person with a disability to cope with changes
		2.4	Explain how <b>legislation and local and national practice guidelines</b> affect the planning of the transition for a young person with a disability from childhood into to adulthood
		2.5	Describe the legislation that affects the right of a young person with a disability to make decisions about their life

3	Know the options for supporting a young person who has a disability to make the transition into adulthood.	3.1	Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability
		3.2	Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
		3.3	Explain how personal budgets can be used with young people in transition
4	Understand how to support a young person with a disability through a successful transition.	4.1	Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
		4.2	Explain how person-centred transition reviews and person-centred thinking can be used as part of this planning process
		4.3	Explain the difference in approaches to planning between children's and adults' support services
		4.4	Describe how to involve families in the transition process
		4.5	Explain the role of <b>key agencies and professionals</b> likely to be involved in the transition process
		4.6	Outline possible areas of tension and conflict that may arise during the transition into adulthood
		4.7	Compare different methods of support to use with young people with disabilities who have varying abilities
5	Understand the importance of supporting a young person and their family to reflect on the transition.	5.1	Explain why it is important to reflect on the transition with the young person and their family
		5.2	Explain the importance of recording the process of transition
<b>Unit guidance</b>			
<b>Families</b> may also include others significant to the young person such as			

guardians, carers, friends, partners etc.

**Legislation and local and national practice guidelines** - current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.

**Key agencies and professionals** – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists Citizens Advice etc.

<b>Unit Title:</b>	Principles of self-directed support		
<b>Unit No:</b>	M/601/7048		
<b>Level:</b>	3		
<b>GLH:</b>	26		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop knowledge and understanding of the principles of self-directed support.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand self-directed support	1.1	Explain the principles underpinning self-directed support and how this differs from traditional support
		1.2	Explain the benefits of an individual having self-directed support
		1.3	Explain how legislation, policy or guidance underpin self-directed support
		1.4	Explain what the following terms mean: <ul style="list-style-type: none"> <li>➤ Indicative allocation</li> <li>➤ Supported self-assessment</li> <li>➤ Support plan</li> <li>➤ Outcome focused review</li> </ul>
		1.5	Outline the possible barriers to self-directed support
2	Understand how to support an individual to direct their own support and develop their support plan	2.1	Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported
		2.2	Explain how individuals can direct their own support if they do not have a personal budget
		2.3	Explain how person-centred planning can be used to inform a support plan
		2.4	Explain the roles of others who can assist individuals in developing their support plan
		2.5	Describe different ways that individuals can develop a support plan
		2.6	Describe a range of person-centred

			thinking tools that can be used to help individuals think about different ways they can spend their personal budget
		2.7	Describe what might be included in the costings for a support plan
3	Understand the different ways that people can use their personal budget	3.1	Explain the different ways that individuals can use their personal budget to buy support
		3.2	Research innovative ways that individuals can spend their personal budget other than buying social care services
		3.3	Explain what restrictions may be imposed on personal budgets
		3.4	Describe the criteria that are used to sign off a support plan
		3.5	Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe
4	Understand the outcome focused review process	4.1	Explain the process of an outcome focused review
		4.2	Explain how to enable someone to prepare for their outcome focused review

**Unit guidance:**

**Legislation, policy or guidance** – refers to any current legislation or guidance around this area.

**Self-directed support** – puts the person in need of support in control of that support.

An **individual** is someone requiring care or support.

**Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.

**Others** may include

- Families, friends or carers

- Social workers
- Brokers
- Peer support
- Voluntary user-led organisations
- Independent support brokerage

<b>Unit Title:</b>	Understand Physical Disability		
<b>Unit No:</b>	J/601/6150		
<b>Level:</b>	3		
<b>GLH:</b>	22		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop knowledge and understanding of physical disability			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the importance of differentiating between the individual and the disability	1.1	Explain the importance of recognising the centrality of the individual rather than the disability
		1.2	Explain the importance of an assessment being person centred
		1.3	Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only
2	Understand the concept of physical disability	2.1	Define the term physical disability
		2.2	Describe the following terminology used in relation to physical disability: ➤ <b>Congenital</b> ➤ <b>Acquired</b> ➤ <b>Neurological</b>
		2.3	Compare a congenital disability with a neurological disability, including causes
		2.4	Explain the emotional impact of a <b>progressive</b> disability on the individual
		2.5	Compare the different impacts on individuals that congenital and progressive disabilities can have
3	Understand the impact of living with a physical disability within society	3.1	Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability
		3.2	Analyse the socio-economic effects of physical disability on an individual

		3.3	Explain the changes that have occurred in society as a result of Disability legislation
		3.4	Analyse the extent of improvements for the individual as a result of Disability legislation
		3.5	Explain the effects of physical disability on an individual's <b>life choices</b>
		3.6	Explain how attitudes either promote a positive or negative perception of disability
4	Understand the importance of promoting inclusion and independence	4.1	Explain the importance of independence and inclusion for individuals with physical disabilities
		4.2	Analyse ways that inclusion and independence can be promoted
		4.3	Explain the importance of the individual having control of choices and decisions
		4.4	Analyse the importance of positive risk-taking for the individual with physical disabilities
		4.5	Explain how to encourage the individual to take positive risks while maintaining safety
		4.6	Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes

### Unit guidance

**The individual** is the person requiring care or support.

Congenital can include:

- cerebral palsy
- cystic fibrosis
- spina bifida
- congenital heart conditions
- muscular dystrophy
- congenital hip disorder

**Acquired** disabilities can include:

- Arthritis
- Rheumatism

- cardiac conditions
- pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis

**Neurological** conditions can include:

- multiple sclerosis
- Parkinson's disease
- stroke

**Progressive** can also include neurological and some congenital conditions: motor neurone disease.

**Life choices:**

- physical health education
- housing
- employment
- access to cultural/leisure activities
- mobility
- sexuality

<b>Unit Title:</b>	Understand the impact of Acquired Brain Injury on individuals		
<b>Unit No:</b>	Y/601/6167		
<b>Level:</b>	3		
<b>GLH:</b>	28		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learners knowledge and understanding of the impact of acquired brain injury on individuals			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand Acquired Brain Injury	1.1	Define Acquired Brain Injury
		1.2	Describe possible causes of Acquired Brain Injury
		1.3	Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury
		1.4	Describe brain injuries that are <ul style="list-style-type: none"> <li>➤ Mild</li> <li>➤ Moderate</li> <li>➤ Severe</li> </ul>
2	Understand the impact on individuals of Acquired Brain Injury	2.1	Discuss initial effects of Acquired Brain Injury on the <b>individual</b>
		2.2	Explain the long term effects of Acquired Brain Injury to include <ul style="list-style-type: none"> <li>➤ Physical</li> <li>➤ <b>Functional</b></li> <li>➤ Cognitive</li> <li>➤ Behavioural effects</li> </ul>
		2.3	Explain the <b>concepts of loss</b> in relation to Acquired Brain Injury for individuals and carers
3	Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1	Define dysphasia and dysarthria
		3.2	Explain the effects of dysphasia and dysarthria on communication
		3.3	Compare the different techniques required to support an individual with dysphasia and dysarthria
		3.4	Evaluate different intervention strategies

			and assistive tools that support communication
4	Understand the impact that personality changes can have on an individual and those providing support	4.1	Explain the impact of <b>personality changes</b> on the individual
		4.2	Explain the impact of personality changes on those caring for the individual
		4.3	Explain how lack of <b>self-awareness</b> /insight may affect the individual
		4.4	Explain the skills needed to support the individual and family/carers to come to terms with personality changes
5	Understand the impact of challenging behaviour	5.1	Explain behaviours which are considered challenging
		5.2	Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour
		5.3	Explain <b>measures</b> that should be taken to manage the risk from <b>challenging behaviour</b>
		5.4	Explain the process for reporting and referring challenging behaviour

### Unit guidance

**The individual** is the person requiring support. An advocate may need to act on behalf of an individual.

**Functional** – relates to the individual's ability to carry out day-to-day tasks, i.e. dressing, washing, cooking. It does not solely mean the physical ability but also can mean concentration, motivation for doing tasks.

**Concepts of loss** – consider stages of grief as outlined by Elizabeth Kublar Ross and Warden

#### Personality changes:

- irritability
- disinhibited behaviour
- frustration
- loss of social skills
- lack of self-awareness

**Self-Awareness** – ability to understand the impact of behaviour on others

#### Carers:

- spouse/partner

- child
- parent
- sibling
- friend

**Measures** – actions required to manage risk e.g.:

- policies
- supervision
- support from colleagues
- make a risk-assessment
- risk-management plan

**Challenging behaviour:**

- physical attack
- threatening language
- sexual disinhibition

<b>Unit Title:</b>	Understand Sensory Loss		
<b>Unit No:</b>	M/601/3467		
<b>Level:</b>	3		
<b>GLH:</b>	21		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is for the learner to develop knowledge and understanding relating to sensory loss			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the factors that impact on an individual with sensory loss	1.1	Analyse how a range of factors can impact on individuals with sensory loss
		1.2	Analyse how societal attitudes and beliefs impact on individuals with sensory loss
		1.3	Explore how a range of factors, societal attitudes and beliefs impact on service provision
2	Understand the importance of effective communication for individuals with sensory loss	2.1	Explain the methods of communication used by individuals with: <ul style="list-style-type: none"> <li>➤ Sight loss</li> <li>➤ Hearing loss</li> <li>➤ Deaf blindness</li> </ul>
		2.2	Describe how the environment facilitates effective communication for people with sensory loss
		2.3	Explain how effective communication may have a positive impact on lives on individuals with sensory loss
3	Understand the main causes and conditions of sensory loss	3.1	Identify the main causes of sensory loss
		3.2	Define congenital sensory loss and acquired sensory loss

		3.3	Identify the demographic factors that influence the incidence of sensory loss in the population
4	Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken	4.1	Identify the indicators and signs of: <ul style="list-style-type: none"> <li>➤ Sight loss</li> <li>➤ Hearing loss</li> <li>➤ Deaf blindness</li> </ul>
		4.2	Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status
		4.3	Identify sources of support for those who may be experiencing onset of sensory loss

<b>Unit Title:</b>	Understand Models of Disability		
<b>Unit No:</b>	F/601/3473		
<b>Level:</b>	3		
<b>GLH:</b>	26		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of Models of Disability			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the difference between models of disability	1.1	Outline the history and development of the medical, social and psycho-social models of disability
		1.2	Compare and contrast the medical, social and psycho-social models of disability
2	Understand how the adoption of models of disability can shape an individual's identity and experience	2.1	Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience
3	Understand how the adoption of models of disability can shape service delivery	3.1	Analyse how the medical, social and psycho-social models of disability can shape service delivery
		3.2	Evaluate how own practice promotes the wellbeing and quality of life of individuals

<b>Unit Title:</b>	Understand the factors affecting older people		
<b>Unit No:</b>	D/504/2243		
<b>Level:</b>	3		
<b>GLH:</b>	17		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of the factors affecting older people			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the impact of the ageing process on older people	1.1	Describe changes that may come with ageing
		1.2	Explain how the experience of the ageing process is unique to each individual
		1.3	Analyse the potential impact of factors associated with ageing on older people to include <ul style="list-style-type: none"> <li>➤ Physical</li> <li>➤ Emotional</li> <li>➤ Social</li> <li>➤ Cognitive</li> <li>➤ Environmental</li> <li>➤ Financial /Economic</li> </ul>
		1.4	Describe how a positive approach to ageing can contribute to the health & wellbeing of an individual
2	Understand attitudes of society to older people	2.1	Describe the contributions to society made by older people
		2.2	Explain what is meant by age discrimination
		2.3	Explain how societal attitudes and beliefs impact on older people
		2.4	Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people
3	Understand the importance of using	3.1	Describe how the effects of ageing can affect the day to day life of older people

	person centred approaches with older people.	3.2	Describe ways of using a person centred approach to support older people to maintain health and well-being in day to day life.
		3.3	Explain the importance of social inclusion for older people.
		3.4	Outline barriers to social inclusion for older people.
		3.5	Describe ways of using a person centred approach to enable older people to make positive contributions to their community.
4	Understand the importance of independence for older people.	4.1	Explain how independence can contribute to the well-being of older people.
		4.2	Describe how to support older people to maintain independence.
		4.3	Describe how older people can be in control of decision making about their care and support needs.
		4.4	Explain how to encourage older people to take positive risks.

<b>Unit Title:</b>	Understanding professional supervision practice		
<b>Unit No:</b>	H/602/3185		
<b>Level:</b>	4		
<b>GLH:</b>	22		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to enhance the learner's understanding of professional supervision practice			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the purpose of supervision	1.1	Evaluate theoretical approaches to professional supervision
		1.2	Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision
2	Understand how the principles of supervision can be used to inform performance management	2.1	Explain key principles of effective professional supervision
		2.2	Analyse the importance of managing performance in relation to <ul style="list-style-type: none"> <li>➤ Governance</li> <li>➤ Safeguarding</li> <li>➤ Key learning from critical reviews and inquiries</li> </ul>
3	Understand how to support individuals through professional supervision	3.1	Analyse the concept of anti-oppressive practice in professional supervision
		3.2	Explain methods to assist individuals to deal with challenging situations
		3.3	Explain how conflict may arise within professional supervision
		3.4	Describe how conflict can be managed within professional supervision
4	Understand how professional supervision supports performance	4.1	Explain the responsibility of the supervisor in setting clear targets and performance indicators
		4.2	Explain the performance management cycle
		4.3	Compare methods that can be used to

			measure performance
		4.4	Describe the indicators of poor performance
		4.5	Explain how constructive feedback can be used to improve performance
		4.6	Evaluate the use of performance management towards the achievement of objectives

<b>Unit Title:</b>	Providing Independent Advocacy support		
<b>Unit No:</b>	T/502/3147		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	6		
<b>Unit details:</b> The aim of this unit is to develop the skill, knowledge and understanding to provide independent advocacy support			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Establish safe boundaries to maintain the Advocacy relationship	1.1	Explain the Advocacy role to a range of people receiving Advocacy support
		1.2	Conduct an introductory meeting which establishes key principles of Independent Advocacy
		1.3	Identify a range of issues that can impact on the relationship
		1.4	Identify limitations to the Independent Advocacy role
2	Establish the Advocacy relationship	2.1	Explain the potential benefits of Advocacy to the individual
		2.2	Explain and establish a range of boundaries
		2.3	Establish if Advocacy support is appropriate
		2.4	Establish the individual's requirements
		2.5	Explain the complaints procedure of the Advocacy service
3	Assist the individual receiving Advocacy support to explore and make choices	3.1	Support access to information to enable the individual to make an informed choice
		3.2	Support the individual to explore possible consequences of making a particular choice
		3.3	Distinguish between the Advocate's view and the choice made by the individual
		3.4	Support the individual to make choices including decisions that may be

			considered unwise
		3.5	Using principles of Independent Advocacy respond to individuals who choose to take risks
4	Construct an action plan	4.1	Support an individual to prioritise his/her goals
		4.2	Agree a course of action with the individual receiving Advocacy support
		4.3	Identify key individuals who will be involved in achieving the plan
		4.4	Provide ongoing feedback to the individual
		4.5	Review the action plan
		4.6	Identify who to seek advice from when the action plan is threatened
5	Support the individual receiving Advocacy support to self-advocate	5.1	Summarise the benefits of self-advocacy
		5.2	Use a range of techniques to support an individual to self-advocate
		5.3	Take actions to help individuals achieve their goals
6	Act on the instruction of the person receiving Advocacy support	6.1	Identify the wishes and feelings of an individual receiving Advocacy support
		6.2	Agree a preferred course of action
		6.3	Provide feedback on action taken to the individual
7	Review and end the Advocacy relationship	7.1	Support the individual to assess the outcomes of the Advocacy relationship
		7.2	Support the individual to establish if further assistance is needed
		7.3	Decide when and how to end the advocacy relationship

<b>Unit Title:</b>	Maintaining the independent advocacy relationship		
<b>Unit No:</b>	A/502/3148		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	6		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of maintaining the independent advocacy relationship			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Know what to do when faced with practice dilemmas	1.1	Identify a range of ethical and practical challenges commonly faced by Advocates
		1.2	Develop a plan or strategy to respond to a range of challenges and threats
		1.3	Identify a range of people who can offer support in responding to dilemmas and threats
2	Deal positively with conflict	2.1	Identify a range of situations and people where conflict may arise
		2.2	Develop positive strategies in resolving conflict
3	Maintain accurate records	3.1	Explain the importance of writing and maintaining accurate records
		3.2	Identify a range of information which is and is not relevant
		3.3	Use appropriate templates to record information
4	Prioritise competing work commitments	4.1	Identify essential and non-essential Advocacy tasks
		4.2	Prioritise competing commitments and tasks
5	Use personal value base and power appropriately	5.1	Explain personal motivation and why the learner wants to provide Independent Advocacy Support
		5.2	Identify personal values in relation to mental health, disability, human rights, participation and best interests
		5.3	Identify sources of personal power
6	Use supervision as a tool to reflect and	6.1	Explain the purpose and function of supervision
		6.2	Identify methods of preparing for supervision

	improve practice	6.3	Participate in supervision
		6.4	Use self-reflection to explore the Advocate's practice
		6.5	Use supervision to identify opportunities to improve skills and knowledge
		6.6	Use supervision to explore emotional and practical challenges
7	Use local and national networks	7.1	Identify the role of local and national networks
		7.2	Access support from local and national networks
		7.3	Contribute to the work of local and national networks
8	Respond to concerns of abuse	8.1	Identify potential signs of child (or) adult abuse
		8.2	Explain child (or) adult protection procedures
		8.3	Use the Advocacy organisation's protection policy to respond to concerns of abuse
		8.4	Ensure the individual receiving Advocacy support is empowered to have their voice heard through protection processes
		8.5	Support the individual uphold their right to be heard

<b>Unit Title:</b>	Responding to the advocacy needs of different groups of people		
<b>Unit No:</b>	F/502/3149		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	6		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of responding to the advocacy needs of different groups of people			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Make Advocacy accessible to individuals and different groups	1.1	Identify factors which prevent different groups of people from accessing Advocacy support
		1.2	Use a range of strategies to make Advocacy accessible to different groups
2	Define social exclusion	2.1	Summarise the key components of social exclusion
		2.2	Explain the impact of social exclusion on different groups of people
3	Explain the medical and social model of disability	3.1	Describe the medical and social model of disability
		3.2	Explain how the medical and social model impacts on an individual
		3.3	Explain how an Advocate can use the medical and social model of disability within the Advocacy relationship
4	Promote diversity	4.1	Explain the concept of diversity and discrimination
		4.2	Use a range of strategies to promote diversity
		4.3	Use strategies to challenge discrimination
5	Use non instructed Advocacy	5.1	Explain the concept of non-instructed Advocacy
		5.2	Select when it is appropriate to use non instructed Advocacy
		5.3	Use non instructed Advocacy
		5.4	Identify a range of threats and challenges

		when using non instructed Advocacy
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<b>Unit Title:</b>	Recognise indications of substance misuse and refer individuals to specialists		
<b>Unit No:</b>	M/601/0648		
<b>Level:</b>	3		
<b>GLH:</b>	24		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to be able to recognise indications of substance misuse and refer individuals to specialists			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Recognise indications of substance misuse.	1.1	Identify the range of <b>substances</b> which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents)
		1.2	Identify possible indications of substance misuse (e.g. physical, behavioural, social and emotional)
		1.3	Identify other factors which produce indications that may be interpreted as caused by substance misuse
		1.4	Show how to obtain specialist assistance where required
		1.5	Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date
2	Assess and monitor risk.	2.1	Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures
		2.2	Review the assessment of risk and explain why this is important
		2.3	Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk
3	Handle information and maintain records.	3.1	Identify situations and actions taken in line with organisational requirements and explain the importance of doing so
		3.2	Identify the rights of individuals and the principle of confidentiality

4	Refer individuals to appropriate services.	4.1	Identify the range of services relevant to substance misuse available locally and nationally
		4.2	Demonstrate how to refer individuals to services in line with organisational requirements
		4.3	Provide appropriate services with complete and accurate information about the situation in line with organisational requirements

**Unit guidance**

**Substances** may include illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents, novel psychoactive compounds.

<b>Unit Title:</b>	Support individuals who are substance users		
<b>Unit No</b>	A/601/0670		
<b>Level:</b>	3		
<b>GLH:</b>	42		
<b>Credit:</b>	7		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to be able to support individuals who are substance users			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand about different substances, their effects and how they might be used.	1.1	Identify the different substances which individuals might use, how they are used and their likely effects
		1.2	Identify the risks involved with substance use both in the <b>short and the long term</b> (e.g. overdose, dependence and associated health risks)
		1.3	Explain legislation, policies and guidelines on the use and storage of substances
2	Enable individuals to adopt safe practices associated with substance use.	2.1	Explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use
		2.2	Communicate with individuals in manner that maximise the individuals' understanding
		2.3	Support individuals to discuss their circumstances and history of substance use
		2.4	Advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely
		2.5	Support individuals to dispose of hazardous materials and equipment safely.
		2.6	Describe harm reduction strategies, how and why these may differ from individual to individual
		2.7	Identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them

3	Support individuals when they have used substances.	3.1	Explain relevant policies and procedures for the support of individuals who have used substances
		3.2	Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual
		3.3	Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety
		3.4	Support individuals to meet their own needs and requirements after the effects of the substance have worn off
		3.5	Show when and how to request further support and assistance
		3.6	Report information about episodes of substance use to an appropriate person and record it in the required format
4	Support individuals in reducing substance use.	4.1	Assist individuals who have made a commitment to reduce substance use to review their reasons for doing so
		4.2	Offer support to individuals which respects their individual rights, and is appropriate to their needs
		4.3	Assist individuals to review their progress in reducing substance use
		4.4	Describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided
		4.5	Identify the specialist agencies and support networks involved in supporting substance users

**Unit guidance**

**Short and long term** e.g. overdose, dependence, associated health risks etc

<b>Unit Title:</b>	Identify and act upon immediate risk of danger to substance misusers		
<b>Unit No:</b>	D/501/0585		
<b>Level:</b>	3		
<b>GLH:</b>	24		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to be able to identify and act upon immediate risk of danger to substance misusers			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Identify immediate risk of danger to substance misusers	1.1	Describe the range of different <b>substances</b> subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)
		1.2	Describe any signs of immediate risk of danger which may include risk of <ul style="list-style-type: none"> <li>➤ Overdose</li> <li>➤ Individuals causing injury or harm to themselves or others (e.g. family members)</li> </ul>
		1.3	Explain the relevant policies and procedures for dealing with risk of danger to individuals and others
2	Act upon immediate risk of danger to substance misusers	2.1	Describe how to make the individual aware that they are available and willing to help
		2.2	Obtain information on the substance used from the individual or any person near the individual
		2.3	Obtain personal details from the individual or any person near the individual
		2.4	Encourage the individual to describe any pain or discomfort they may be experiencing
		2.5	Take <b>actions</b> which are appropriate to the substance used and the effect it has had on the individual e.g .calming the individual, if the individual is in an agitated

		state, if safe to do so  ➤ Reviving the individual, if the individual seems to be in a withdrawn state
	2.6	Show how to interact with the individual in a manner which recognises their needs and rights
	2.7	Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety
	2.8	Demonstrate when and how to request any first aid treatment/support
	2.9	Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (e.g. to access to relevant agencies and services)
	2.10	Record all information and report to appropriate person in the required format

**Unit guidance**

**Substances** e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents

**Actions** e.g. calming the individual, reviving the individual etc

<b>Unit Title:</b>	Provide services to those affected by someone else's substance use		
<b>Unit No:</b>	M/601/0682		
<b>Level:</b>	3		
<b>GLH:</b>	24		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the learners knowledge and understanding to provide services to those affected by someone else's substance use			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know about the available support services.	1.1	Identify the forms of support which may be available (e.g. counselling, financial, emotional, medical and self-help groups)
		1.2	Identify relevant agencies and services in the local area and how to access them.
2	Understand issues that affect children and young people within families affected by drug and alcohol use.	2.1	Describe a range of family structures and give examples of how family dynamics work
		2.2	Describe the issues that affect children and young people within families affected by drug and alcohol use
		2.3	Identify the protection that children and young people affected by someone else's substance use may require and how to make this protection available
		2.4	Describe the legislation and policies relevant to working with children, young people and families
3	Identify options for individuals affected by someone else's substance use.	3.1	Demonstrate how motivational techniques may be used
		3.2	Support the individual to: <ul style="list-style-type: none"> <li>➤ Identify issues concerning them</li> <li>➤ Explore and consider the options open to them</li> <li>➤ Plan required actions</li> </ul>
		3.3	Assist the individual in accessing the required services
		3.4	Support and motivate the individual without infringing the individual's freedom

4	Enable individuals affected by someone else's substance use to review the effectiveness of selected options.	4.1	Support the individual to review and feedback on: <ul style="list-style-type: none"> <li>➤ Progress</li> <li>➤ The effectiveness of support obtained.</li> </ul>
		4.2	Identify any significant positive changes in the individual
		4.3	Complete reports accurately and store records which maintain the individual's confidentiality

<b>Unit Title:</b>	Increase awareness about drugs, alcohol or other substances with individuals and groups		
<b>Unit No:</b>	H/501/0586		
<b>Level:</b>	3		
<b>GLH:</b>	42		
<b>Credit:</b>	7		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge, understanding and awareness about drugs, alcohol or other substances with individuals and groups			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand legislation and policy relevant to substance use	1.1	Identify the legislation which relates to substance use and describe the difference between legal and illegal drugs
		1.2	Describe government policy in relation to substance use services e.g. prevention, treatment and rehabilitation
		1.3	Identify key organisations that are designed to deliver the government's strategy on drugs and alcohol
		1.4	Describe the legislation, policy and procedures regarding equality and confidentiality of information
2	Understand substance use, its effects and treatments	2.1	Describe the different substances which are available and the effects they have on the body e.g. stimulants, sedatives and hallucinogenics
		2.2	Identify the street names for substances, and how these change over time and in different locations
		2.3	Describe the dangers of substance use e.g. related to quantity, frequency, purity and polydrug use
		2.4	Describe the methods of substance use and the risks associated with the different methods
		2.5	Explain the inter-relationship between the background of individuals and the effect of substances on them: e.g. experience and expectations, mental and psychological state, physical health etc

		2.6	Identify reasons why individuals use substances and the influence on substance use of individuals' age, gender, economic disadvantage and/or emotional deprivation
		2.7	Describe the relationship between substance use, crime and antisocial behaviour
3	Identify individuals' knowledge and values about substances	3.1	Enable individuals to talk about and identify what they know and understand about substance use
		3.2	Support individuals to explore their feelings and values about substance use
		3.3	Interact with individuals in a manner that encourages an open exchange of views and is non-judgemental
4	Increase individuals' knowledge and understanding of substances	4.1	Identify the gaps in individuals' knowledge and understanding about substances, their use and effects
		4.2	Demonstrate how the values and beliefs of individuals may need to be challenged in their own interests and those of others
		4.3	Provide learning opportunities in a manner sensitive to individuals' needs and confidence
		4.4	Ensure that the content of the learning provision is accurate and based on up-to-date evidence

<b>Unit Title:</b>	Test for substance use		
<b>Unit No:</b>	T/601/0666		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the skills, knowledge and understanding that a learner requires to test for substance abuse			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Prepare to test individuals for substance use.	1.1	Identify those individuals to be tested for substance misuse and make arrangements for tests to be witnessed, where required
		1.2	Demonstrate that the environment in which the tests are to be carried out and the procedures to be used comply with health, safety and security policies, and afford privacy and dignity
		1.3	Confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures
		1.4	Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested
		1.5	Obtain the individual's consent for testing procedures
		1.6	Explain clearly and precisely to individuals what they have to do to provide their samples
2	Test for substances.	2.1	Take samples (e.g. breath, urine, blood, hair and saliva) according to clinical and organisational policies and procedures
		2.2	Test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures
		2.3	Follow suppliers/manufacturers' instructions for use of equipment, where appropriate

		2.4	Dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures
		2.5	Explain possible causes of false readings in the types of tests carried out
3	Communicate outcomes of testing for substances.	3.1	Communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences
		3.2	Obtain individual's informed consent when test results are to be shared with other practitioners
		3.3	Complete accurate records of tests and associated reports in accordance with organisational policy and procedures

<b>Unit Title:</b>	Carry out initial assessments to identify and prioritise the needs of substance misusers.		
<b>Unit No:</b>	D/601/0662		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the skills, knowledge and understanding that a learner needs to be able to carry out initial assessments to identify and prioritise the needs of substance users			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the range of different substances and their effects.	1.1	Identify the range of different substances and their effects
		1.2	Identify different indications of substance misuse
		1.3	Demonstrate ways of keeping knowledge about substances and indications of substance misuse up to date
		1.4	Explain the jargon used by substance misusers in the locality
2	Evaluate individuals' substance misuse and understanding of substance misuse services.	2.1	Explain why the assessment of individuals should be carried out promptly
		2.2	Obtain information from the individual and if applicable, from the referring agency, in line with protocols
		2.3	Carry out the assessment in line with locally agreed criteria and using standardised documentation
		2.4	Assess the individual's understanding of services available and readiness to engage in a treatment programme
		2.5	Manage challenging, abusive, aggressive or chaotic behaviour
		2.6	Assess the risks to the individual which may result from substance misuse and/or co-existent problems
		2.7	Identify appropriate persons who can provide support when there are any problems with the assessment

		2.8	Demonstrate how to involve adults with parental responsibility in the assessment and referral of children and young people
		2.9	Demonstrate how to take account of a child or young person's age and maturity when involving them in assessment
		2.10	Describe the principles of the relevant legislation
3	Assess individuals' needs and appropriate interventions.	3.1	Present possible interventions to the individual in a positive manner and review the advantages and disadvantages with them
		3.2	Agree an appropriate course of action with the individual according to the type of intervention required
		3.3	Demonstrate how to achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care
		3.4	Justify the choice of intervention according to locally agreed criteria
		3.5	Describe how to ensure consistency of approach with other members of the substance misuse team
4	Make referrals to substance misuse services.	4.1	Explain the importance of referring individuals to the appropriate service with the required degree of urgency
		4.2	Plan arrangements for the referral with the individual and facilitate their contact with the service
		4.3	Make referrals and share information with services in line with local protocols
		4.4	Obtain feedback from the service to evaluate and refine referral practices
		4.5	Record details of the assessment and resulting actions taken

<b>Unit Title:</b>	Carry out comprehensive substance misuse assessment		
<b>Unit No:</b>	K/501/0587		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the skills, knowledge and understanding that a learner needs to carry out comprehensive substance misuse assessment			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the signs and implications of a range of substance misuse related problems	1.1	Describe the different substances which individuals might use, how they are used and their likely effects
		1.2	Identify challenges often associated with substance misuse e.g. significant psychiatric and or physical co-morbidity, children at risk, social problems. legal problems
		1.3	Explain ways of keeping knowledge about substances and indications of substance misuse up to date
		1.4	Describe the jargon used by substance misusers in the locality
2	Understand the range of substance misuse services and interventions	2.1	Describe the range of treatment interventions and assessment services available in the locality
		2.2	Describe the eligibility criteria and protocols for accessing services in the locality
		2.3	Explain how to respond to individuals who do not want to be referred to other services
3	Prepare for comprehensive substance misuse assessment	3.1	Obtain information on individuals from previous assessments carried out by other services in line with protocols
		3.2	Establish any particular needs of the individual which will need to be taken into account during the assessment
		3.3	Fully and accurately record arrangements

			for the assessment in line with the organisation's procedures
4	Assess possible risks to the individual	4.1	Demonstrate how to assess the risk to individuals from their substance misuse and/or co-existent problems
		4.2	Explain the importance of regularly reviewing risk assessments
		4.3	Demonstrate that the risk assessment takes account of the individual's needs and the legal duty of care to the individual and others
5	Assess individuals' substance misuse and related problems	5.1	Involve the individual in the assessment as far as possible, according to their capability
		5.2	Assess the nature of the individual's substance misuse problems and other problems
		5.3	Assess the individual's understanding of services available and readiness to engage in a treatment programme
		5.4	Conduct the assessment in line with locally agreed criteria and using standardised documentation
		5.5	Manage challenging, abusive, aggressive or chaotic behaviour
		5.6	Seek clear conclusions from the assessment to inform the development of a comprehensive care plan
		5.7	Explain how to involve adults with parental responsibility in the assessment and referral of children and young people
		5.8	Describe how to take account of a child or young person's age and maturity when involving them in assessment
		5.9	Describe the principles of the relevant legislation
6	Follow up the assessment process	6.1	Keep accurate, legible and complete records of the assessment
		6.2	Continue assessment at appropriate intervals once the individual has commenced a care plan

		6.3	Provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions
		6.4	Ensure consistency of approach with other members of the substance misuse service team

<b>Unit Title:</b>	Assist with the transfer of individuals, who misuse substances between agencies and services.		
<b>Unit No:</b>	D/601/0676		
<b>Level:</b>	3		
<b>GLH:</b>	6		
<b>Credit:</b>	1		
<b>Unit details:</b> The aim of this unit is to develop the skills, knowledge and understanding that a learner needs to be able to assist with the transfer of individuals, who misuse substances between agencies and services			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how legislation and organisational policies impact on the transfer of individuals between agencies and service.	1.1	List legislation that impacts on arrangements for referring or transferring individuals between services
		1.2	Identify how organisational policies influence transfer arrangements
2	Apply agency and service procedures correctly in preparing people for and supervising them during transfer from one service to another	2.1	Obtain and utilise the necessary information about transfer arrangements.
		2.2	Describe what information should be provided to meet the needs of individuals and others
		2.3	Prepare an individual for transfer in accordance with agency and service procedures
		2.4	Describe the roles and responsibilities of those involved in the transfer
		2.5	Identify the agencies requirements for support and monitoring of individuals
		2.6	Complete accurate records; store them as required and in accordance with confidentiality policies
		2.7	Plan arrangements necessary in order to monitor and review the individual's adjustment to change
3	Respect the rights of the individual and value diversity.	3.1	Identify the support and assistance which individuals will need to help them make the transfer
		3.2	Show how an individual's culture and gender influence practice in preparing

			them for and supervising transfer arrangements
		3.3	Demonstrate how principles of equality, diversity and anti-discriminatory practice have been considered and applied in the course of a transfer
		3.4	Demonstrate how individuals and relevant people can be encouraged to seek information and express their views during the process of preparing for a transfer
4	Use communication skills effectively in working with individuals and the agencies and services to which they are being transferred.	4.1	Explain the arrangements and reasons for a transfer clearly to individuals and others who might be involved
		4.2	Provide clear and accurate information about the support that will be provided and how people should seek further support should they need it
		4.3	Demonstrate how to provide support to individuals including situations where they may be distressed, anxious or angry
		4.4	Identify any disagreements that arise and negotiate with those involved
		4.5	Demonstrate how communication should be adapted to meet the needs of individuals and the requirements of different agencies

<b>Unit Title:</b>	Administer medication to individuals, and monitor the effects		
<b>Unit No:</b>	Y/501/0598		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the skills, knowledge and understanding that a learner needs to be able to administer medication to individuals and monitor the effects			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand legislation, policy and procedures relevant to administration of medication	1.1	Identify current legislation, guidelines policies and protocols relevant to the administration of medication
2	Know about common types of medication and their use	2.1	Describe common types of medication including their effects and potential side effects
		2.2	Identify medication which demands the measurement of specific physiological measurements
		2.3	Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required
		2.4	Explain the different routes of medicine administration
3	Understand procedures and techniques for the administration of medication	3.1	Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes
		3.2	Identify the required information from prescriptions / medication administration charts
4	Prepare for the administration of medication	4.1	Apply standard precautions for infection control
		4.2	Explain the appropriate timing of medication e.g. check that the individual has not taken any medication recently

		4.3	Obtain the <b>individuals</b> consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns
		4.4	Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet
5	Administer and monitor individuals' medication	5.1	Select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary
		5.2	Safely administer the medication <ul style="list-style-type: none"> <li>➤ In line with legislation and local policies</li> <li>➤ In a way which minimises pain, discomfort and trauma to the individual</li> </ul>
		5.3	Describe how to report any immediate problems with the administration
		5.4	Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay
		5.5	Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others
		5.6	Maintain the security of medication and related records throughout the process and return them to the correct place for storage
		5.7	Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements
<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner</p>			

<b>Unit Title:</b>	Supply and exchange injecting equipment for individuals		
<b>Unit No:</b>	D/501/0599		
<b>Level:</b>	3		
<b>GLH:</b>	18		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to be able to supply and exchange injecting equipment for individuals			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand policy and procedures for the supply and exchange of injecting equipment	1.1	Describe organisational policies and procedures for supply and exchange of injecting equipment
		1.2	Explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties
		1.3	Identify the potential benefits of brief interventions with substance users
		1.4	Describe the range of behaviours that can be expected from substance users, and how to deal with these
		1.5	Describe how to recognise and deal with immediate risk of danger to individuals who have used substances
		1.6	Describe the potential blood borne viruses
		1.7	Explain what to do in the event of a needle stick injury occurring
		1.8	Describe the range of substance misuse services available in the locality
		1.9	Explain legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
2	Conduct initial assessment of substance users and provide relevant	2.1	Establish whether the individual is injecting and the frequency of injecting
		2.2	Conduct a health assessment with the individual (e.g. noting skin conditions, abscesses, injecting sites)

	advice	2.3	Provide relevant and timely advice e.g. <ul style="list-style-type: none"> <li>➤ Safe or safer injecting techniques and sites</li> <li>➤ Harm minimisation</li> <li>➤ Primary health</li> <li>➤ Safer sex</li> </ul>
		2.4	Provide advice and resources for safe storage and disposal of injecting equipment
		2.5	Refer individuals to other services according to identified need
		2.6	Liaise with providers of other services in line with policies and protocol
3	Supply and exchange injecting equipment	3.1	Demonstrate that: <ul style="list-style-type: none"> <li>➤ Adequate stocks of injecting equipment are maintained</li> <li>➤ Injecting equipment is stored safely and securely</li> </ul>
		3.2	Dispense injecting equipment to individuals in line with the assessment of their needs
		3.3	Demonstrate safe handling of dispensed and returned injecting equipment
		3.4	Carry out the exchange process discreetly to maintain confidentiality
		3.5	Describe how to deal with any spillages and discarded needles and syringes using the appropriate materials
		3.6	Maintain records of: <ul style="list-style-type: none"> <li>➤ Injecting equipment supply and exchange in line with organisational procedures</li> <li>➤ The needle exchange service.</li> </ul>

<b>Unit Title:</b>	Understand and meet the nutritional requirements of individuals with dementia		
<b>Unit No:</b>	T/601/9187		
<b>Level:</b>	3		
<b>GLH:</b>	26		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the skills and knowledge that a learner needs to understand and meet the nutritional requirements of individuals with dementia			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the nutritional needs that are unique to individuals with dementia	1.1	Describe how cognitive, functional and emotional changes associated with dementia can affect eating, drinking and nutrition
		1.2	Explain how poor nutrition can contribute to an <b>individual's</b> experience of dementia.
		1.3	Outline how other health and emotional conditions may affect the nutritional needs of an individual with dementia
		1.4	Explain the importance of recognising and meeting an individual's personal and cultural preferences for food and drink.
		1.5	Explain why it is important to include a variety of food and drink in the diet of an individual with dementia
2	Understand the effect that that mealtime environments can have on an individual with dementia	2.1	Describe how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia
		2.2	Describe how mealtime environments and food presentation can be designed to help an individual to eat and drink
		2.3	Describe how a <b>person centred approach</b> can support an individual, with dementia at different levels of ability, to eat and drink
3	Be able to support an individual with dementia to enjoy good nutrition	3.1	Demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences

		3.2	Demonstrate how <b>meal times</b> for an individual with dementia are planned to support his/her ability to eat and drink
		3.3	Demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed
		3.4	Demonstrate how a person centred approach to meeting nutritional requirements has improved the <b>well-being</b> of an individual with dementia

### Unit guidance

An **individual** is someone requiring care or support

**Person-centred approach** This is a way of working which aims to put the person at the centre of the care situation, taking into account their individuality, wishes and preferences.

### Meal times

- meal planning
- food shopping
- food preparation
- pre- and post-meal activities
- dining
- snacking

### Wellbeing

- appropriate weight gain/loss
- improved sleep patterns
- reduced confusion
- improved physical health
- improved emotional state
- reduced infections

<b>Unit Title:</b>	Enable rights and choices of individuals with dementia whilst minimising risks		
<b>Unit No:</b>	A/601/9191		
<b>Level:</b>	3		
<b>GLH:</b>	26		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding required to enable rights and choices of individuals with dementia whilst minimising risks			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	1.1	Explain the impact of <b>key legislation</b> that relates to fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
		1.2	Evaluate <b>agreed ways of working</b> that relate to rights and choices of an <b>individual</b> with dementia
		1.3	Explain how and when personal information may be shared with <b>carers and others</b> , taking into account legislative frameworks and agreed ways of working
2	Be able to maximise the rights and choices of individuals with dementia	2.1	Demonstrate that the best interests of an individual with dementia are considered when planning and delivering care and support
		2.2	Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their <b>best interests</b>
		2.3	Explain why it is important not to assume that an individual with dementia cannot make their own decisions
		2.4	Describe how the ability of an individual with dementia to make decisions may fluctuate
3	Be able to involve carers and others in supporting individuals with dementia	3.1	Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk

			of harm
		3.2	Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk
		3.3	Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution
4	Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices	4.1	Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia
		4.2	Demonstrate that <b>key physical aspects</b> of the environment are enabling care workers to show respect and dignity for an individual with dementia
		4.3	Demonstrate that <b>key social aspects</b> of the environment are enabling care workers to show respect and dignity for an individual with dementia

### Unit guidance

#### Key legislation

- Human Rights Act 1998
- Mental Capacity Act 2005
- Adults with Incapacity (Scotland) Act 2000
- Mental Health Act 2007
- The Disability Discrimination Act 1995
- Safeguarding Vulnerable Groups Act 2006
- Carers (Equal Opportunities) Act 2004

**Agreed ways of working** Include policies and procedures where these exist; they may be less formally documented with micro-employers.

**An individual** is someone requiring care or support

**Carers and others** may be

- care worker
- family
- advocate

- colleagues
- managers
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- independent mental capacity advocate
- independent mental health advocate
- advocate
- dementia care adviser
- support groups

### **Best interests**

This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social wellbeing of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.

### **Key physical aspects**

- signage
- colour
- furniture
- flooring
- technology
- room layout
- storage
- space for personal belongings
- Key social aspects
- communication skills
- positive approach
- relationship-centred approach
- professional boundaries
- abilities focus
- whole team approach

<b>Unit Title:</b>	Understand and enable interaction and communication with individuals who have dementia		
<b>Unit No:</b>	Y/601/4693		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding necessary to enable interaction and communication with individuals who have dementia			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the factors that can affect interactions and communication of individuals with dementia	1.1	Explain how different forms of dementia may affect the way an individual communicates
		1.2	Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia
		1.3	Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment
		1.4	Describe the impact the behaviours of <b>carers</b> and <b>others</b> may have on an individual with dementia
2	Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques	2.1	Demonstrate how to use different communication techniques with an individual who has dementia
		2.2	Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia
		2.3	Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others
3	Be able to communicate positively	3.1	Show how the communication style, abilities and needs of an individual with

	with an individual who has dementia by valuing their individuality		dementia can be used to develop their care plan
		3.2	Demonstrate how the individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness
4	Be able to use positive interaction approaches with individuals with dementia	4.1	Explain the difference between a <b>reality orientation</b> approach to interactions and a <b>validation approach</b>
		4.2	Demonstrate a positive interaction with an individual who has dementia
		4.3	Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia
		4.4	Demonstrate how to use aspects of the social environment to enable positive interactions with individuals with dementia
		4.5	Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia

**Unit guidance**

**Carers, e.g.**

- partner
- family
- friends
- neighbours

**Others e.g.**

- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse

- psychologist
- admiral nurses
- independent mental capacity advocate
- community psychiatric nurse
- dementia care advisers
- advocate
- support groups

### **Reality orientation**

This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in

### **Validation approach**

Using non-judgemental acceptance and empathy to show the individual that their expressed feelings are valid. Focusing on the feelings rather than the content of speech.

**Social environment** can provide interactions which create stimulation and enjoyment, e.g.

- opportunities to meet with family and friends
- able to talk about early life, past career, good memories
- engagement with familiar activities i.e. attendance at church, clubs, playing golf, favourite walks
- engagement with activities e.g. reminiscence, listening to favourite music
- continuing social routines, e.g. going to the hairdresser's, out for coffee etc

<b>Unit Title:</b>	Equality, diversity and inclusion in dementia care practice		
<b>Unit No:</b>	F/601/4686		
<b>Level:</b>	3		
<b>GLH:</b>	31		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of equality, diversity and inclusion in dementia care practice			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand that each individual's experience of dementia is unique	1.1	Explain why it is important to recognise and respect an <b>individual's heritage</b>
		1.2	Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
		1.3	Describe how the experience of dementia may be different for individuals <ul style="list-style-type: none"> <li>➤ Who have a learning disability</li> <li>➤ Who are from different ethnic backgrounds</li> <li>➤ Who are at the end of life</li> </ul>
		1.4	Describe how the experience of an individual's dementia may impact on carers
2	Understand the importance of diversity, equality and inclusion in dementia care and support	2.1	Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support
		2.2	Describe the ways in which an individual with dementia may be subjected to discrimination and oppression
		2.3	Explain the potential impact of discrimination on an individual with dementia
		2.4	Analyse how diversity, equality and inclusion

			are addressed in dementia care and support
3	Be able to work in a person centred manner to ensure inclusivity of the individual with dementia	3.1	Demonstrate how to identify an individual's uniqueness
		3.2	Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion
		3.3	Demonstrate practical ways of helping an individual with dementia to maintain their dignity
		3.4	Demonstrate how to engage and include an individual with dementia in daily life
4	Be able to work with others to encourage support for diversity and equality	4.1	Work with others to promote diversity and equality for individuals with dementia
		4.2	Demonstrate how to share the individual's preferences and interests with <b>others</b>
		4.3	Explain how to challenge discrimination and oppressive practice of others when working with an individual with dementia

### Unit guidance

An **individual** is someone requiring care or support.

**Heritage** this refers to an individual's culture, history and personal experiences and is unique to them.

**Others**, e.g.

- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- admiral nurses
- independent mental capacity advocate
- community psychiatric nurse

- dementia care advisers
- advocate
- support groups

<b>Unit Title:</b>	Provide support to manage pain and discomfort
<b>Unit No:</b>	K/601/9025
<b>Level:</b>	2
<b>GLH:</b>	15
<b>Credit:</b>	2

**Unit details:** The aim of this unit is to develop the skill, knowledge and understanding that a learner needs to be able to provide support to manage pain and discomfort

<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand approaches to managing pain and discomfort	1.1	Explain the importance of a holistic approach to managing pain and discomfort
		1.2	Describe different approaches to alleviate pain and minimise discomfort
		1.3	Outline <b>agreed ways of working</b> that relate to managing pain and discomfort
2	Be able to assist in minimising individuals' pain or discomfort	2.1	Describe how pain and discomfort may affect an <b>individual's</b> wellbeing and communication
		2.2	Encourage an individual to express feelings of discomfort or pain
		2.3	Encourage an individual to use self-help methods of pain control
		2.4	Assist an individual to be positioned safely and comfortably
		2.5	Carry out agreed measures to alleviate pain and discomfort
3	Be able to monitor, record and report on the management of individuals' pain or discomfort	3.1	Carry out required monitoring activities relating to management of an individual's pain or discomfort
		3.2	Complete records in required ways
		3.3	Report findings and concerns as required

### **Unit guidance**

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

<b>Unit Title:</b>	Gain access to the homes of individuals, deal with emergencies and ensure security on departure		
<b>Unit No:</b>	R/601/7902		
<b>Level:</b>	2		
<b>GLH:</b>	14		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to be able to gain access to the homes of individuals, deal with emergencies and ensure security on departure			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to identify agreed ways to gain entry to and leave individuals' homes	1.1	Access information about general requirements for entering and leaving <b>individuals'</b> homes
		1.2	Identify special requirements and individual preferences for entering and leaving an individual's home
2	Be able to gain entry to individuals' homes	2.1	Inform the individual and <b>others</b> about a planned visit
		2.2	Identify self on arrival by agreed means
		2.3	Gain entry to the individual's home in agreed ways
3	Be able to take appropriate action when unable to gain entry to individuals' homes	3.1	Find out possible <b>reasons</b> for being unable to gain entry, using <b>agreed ways of working</b>
		3.2	Agree with others what steps to take if entry cannot be gained after further efforts
		3.3	Record and report on actions taken when unable to access an individual's home
		3.4	Explain why it is important to record and report on difficulties with access
4	Be able to deal with emergencies encountered after gaining entry	4.1	Describe <b>emergencies</b> that may be encountered when gaining entry to an individual's home
		4.2	Deal with an emergency encountered after gaining entry, using agreed ways of working
		4.3	Record and report on an emergency encountered after gaining entry, and how the emergency has been addressed

5	Be able to ensure security when leaving individuals' homes	5.1	Implement general and specific requirements about leaving an individual's home
		5.2	Ensure that an individual's home is secure when leaving the premises
6	Be able to review procedures for entering and leaving individuals' homes	6.1	Support the individual to give feedback on arrangements for entering and leaving their home
		6.2	Support the individual to understand any difficulties encountered in accessing and leaving their home, and risks that may arise
		6.3	Contribute to agreement with the individual and others on ways to overcome difficulties and improve arrangements
		6.4	Carry out agreed changes in arrangements for entering and leaving the individual's home

### Unit guidance

An **individual** is someone requiring care or support

General and specific **requirements** may include

- how, when and who to notify of visit
- means of identification on arrival
- use of entry systems
- ways of ensuring security on departure

**Others** are those who share responsibility for the worker providing care or support in the individual's home.

**Reasons** for being unable to access homes may include

- individual not aware of visit
- individual likely to be out
- individual unwilling to allow access
- individual unable to allow access because of accident or illness
- power failure of security systems
- incorrect information supplied to worker
- keys lost or stolen
- security or other risk to individual or worker

**Agreed ways of working** will include policies and procedures where these exist.

**Emergencies** include any situation presenting immediate danger to the individual or others

<b>Unit Title:</b>	Undertake agreed pressure area care		
<b>Unit No:</b>	T/601/8721		
<b>Level:</b>	2		
<b>GLH:</b>	30		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to be able to undertake agreed pressure area care			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the anatomy and physiology of the skin in relation to pressure area care	1.1	Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores
		1.2	Identify pressure sites of the body
		1.3	Identify factors which might put an individual at risk of skin breakdown and pressure sores
		1.4	Describe how incorrect handling and moving techniques can damage the skin
		1.5	Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores
		1.6	Describe changes to an individual's skin condition that should be reported
2	Understand good practice in relation to own role when undertaking pressure area care	2.1	Identify legislation and national guidelines affecting pressure area care
		2.2	Describe agreed ways of working relating to pressure area care
		2.3	Describe why team working is important in relation to providing pressure area care
3	Be able to follow the agreed care plan	3.1	Describe why it is important to follow the agreed care plan
		3.2	Ensure the agreed care plan has been checked prior to undertaking the pressure area care
		3.3	Identify any concerns with the agreed care plan prior to undertaking the pressure area care

		3.4	Describe actions to take where any concerns with the agreed care plan are noted
		3.5	Identify the pressure area risk assessment tools which are used in own work area
		3.6	Explain why it is important to use risk assessment tools
4	Understand the use of materials, equipment and resources are available when undertaking pressure area care	4.1	Identify a range of aids or equipment used to relieve pressure
		4.2	Describe safe use of aids and equipment.
		4.3	Identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> <li>➤ Materials</li> <li>➤ Equipment</li> <li>➤ Resources</li> </ul>
5	Be able to prepare to undertake pressure area care	5.1	Prepare equipment and environment in accordance with health and safety guidelines
		5.2	Obtain valid consent for the pressure area care
6	Be able to undertake pressure area care	6.1	Carry out pressure area care procedure in a way that: <ul style="list-style-type: none"> <li>➤ Respects the individual's dignity and privacy</li> <li>➤ Maintains safety</li> <li>➤ Ensures the individual's comfort</li> <li>➤ Promotes active participation</li> <li>➤ Promotes partnership working</li> </ul>
		6.2	Apply standard precautions for infection prevention and control
		6.3	Carry out the pressure area care procedure without obstruction from bedding and clothing
		6.4	Move an individual using approved techniques and in accordance with the agreed care plan

		6.5	Use pressure relieving aids in accordance with the care plan and any safety instructions
		6.6	Communicate effectively with the individual throughout the intervention
		6.7	Complete all records and documentation accurately and legibly

**Unit guidance**

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Valid consent** must be in line with agreed UK country definition

**Active participation** is 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

<b>Unit Title:</b>	Move and position individuals in accordance with their plan of care		
<b>Unit No:</b>	J/601/8027		
<b>Level:</b>	2		
<b>GLH:</b>	26		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to be able to move and position individuals in accordance with their plan of care			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand anatomy and physiology in relation to moving and positioning individuals	1.1	Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of <b>individuals</b>
		1.2	Describe the impact of specific conditions on the correct movement and positioning of an individual
2	Understand legislation and agreed ways of working when moving and positioning individuals	2.1	Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals
		2.2	Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this
3	Be able to minimise risk before moving and positioning individuals	3.1	Access up-to-date copies of risk assessment documentation
		3.2	Carry out preparatory checks using: <ul style="list-style-type: none"> <li>➤ The individual's care plan</li> <li>➤ The moving and handling risk assessment</li> </ul>
		3.3	Identify any immediate risks to the individual
		3.4	Describe actions to take in relation to identified risks
		3.5	Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and

			safety and their risk assessment
		3.6	Prepare the immediate environment ensuring <ul style="list-style-type: none"> <li>➤ Adequate space for the move in agreement with all concerned</li> <li>➤ That potential hazards are removed</li> </ul>
		3.7	Apply standard precautions for infection prevention and control
4	Be able to prepare individuals before moving and positioning	4.1	Demonstrate effective communication with the individual to ensure that they <ul style="list-style-type: none"> <li>➤ Understand the details and reasons for the action/activity being undertaken</li> <li>➤ Agree the level of support required</li> </ul>
		4.2	Obtain <b>valid consent</b> for the planned activity
5	Be able to move and position an individual	5.1	Follow the care plan to ensure that the individual is positioned <ul style="list-style-type: none"> <li>➤ Using the agreed technique</li> <li>➤ In a way that will avoid causing undue pain or discomfort</li> </ul>
		5.2	Demonstrate effective communication with any <b>others</b> involved in the manoeuvre
		5.3	Describe the aids and equipment that may be used for moving and positioning
		5.4	Use equipment to maintain the individual in the appropriate position
		5.6	Encourage the individual's <b>active participation</b> in the manoeuvre
		5.7	Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due
6	Know when to seek advice from and/or involve others when moving and positioning an individual	6.1	Describe when advice and/or assistance should be sought to move or handle an individual safely
		6.2	Describe what sources of information are available about moving and positioning individuals
<b>Unit guidance</b>			
<b>Individual</b> refers to someone requiring care or support; it will usually mean the			

person or people supported by the learner

**Valid consent** must be in line with agreed UK country definition

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

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<b>Unit Title:</b>	Contribute to raising awareness of health issues		
<b>Unit No:</b>	T/601/9027		
<b>Level:</b>	3		
<b>GLH:</b>	26		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to be able to contribute to raising awareness of health issues			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand factors affecting awareness-raising activities about health issues	1.1	Analyse reasons why it may be necessary to raise awareness of <b>health issues</b>
		1.2	Compare the roles of agencies and <b>others</b> who may be involved in raising awareness of health issues
		1.3	Describe factors to consider when planning awareness-raising activities
2	Be able to recognise the need for raising awareness of health issues	2.1	Access information and support about health issues and approaches to raising awareness
		2.2	Identify with others any health issues affecting individuals about which awareness needs to be raised
		2.3	Review with others the demand for and interest in raising awareness of a particular health issue
3	Be able to assist in planning activities to raise awareness of health issues	3.1	Contribute to agreeing roles and responsibilities within a team planning awareness-raising activities
		3.2	Ensure the agreed care plan has been checked prior to undertaking the pressure area care
		3.3	Work with the team to plan a set of activities to raise awareness about a health issue
4	Be able to contribute to implementing activities for raising awareness of health issues	4.1	Carry out agreed role to implement activities
		4.2	Demonstrate communication that promotes effective team work while the plan is implemented

		4.3	Encourage individuals and others to give feedback about awareness-raising activities
5	Be able to review the effectiveness of activities to raise awareness of health issues	5.1	Work with others to agree processes and criteria for reviewing the programme of activities
		5.2	Collate and present information about the activities
		5.3	Work with others to review the effectiveness of the programme
		5.4	Make recommendations for changes to awareness-raising activities

<b>Unit Title:</b>	Provide support to continue recommended therapies		
<b>Unit No:</b>	A/601/9028		
<b>Level:</b>	3		
<b>GLH:</b>	20		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding that will enable them to provide support to continue recommended therapies			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the importance of supporting individuals to continue recommended therapies	1.1	Analyse the potential benefits of recommended therapies to an <b>individual's</b> health and wellbeing
		1.2	Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation
2	Be able to encourage individuals to complete activities recommended by therapists	2.1	Establish agreement on an individual's needs and preferences about continuing a recommended therapy
		2.2	Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy
		2.3	Describe how to overcome an individual's fears or concerns about continuing the recommended therapy
3	Be able to support individuals to continue recommended therapy	3.1	Clarify with the therapist the information needed before providing support for the therapy
		3.2	Promote <b>active participation</b> during therapy
		3.3	Address difficulties encountered during therapy
		3.4	Provide constructive feedback and encouragement to the individual during therapy
4	Be able to observe, record and report on observations during recommended	4.1	Establish with the individual and others what observations need to be made during therapy sessions
		4.2	Carry out agreed observations

	therapy	4.3	Record agreed observations as required
		4.4	Report on the findings of observations to individuals and others
5	Be able to contribute to evaluation and review of recommended therapies	5.1	Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
		5.2	Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
		5.3	Agree changes to therapy sessions or the support provided

<b>Unit Title:</b>	Provide support to maintain and develop skills for everyday life		
<b>Unit No:</b>	L/601/8028		
<b>Level:</b>	3		
<b>GLH:</b>	28		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs in order to provide support to maintain and develop skills for everyday life			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the context of supporting skills for everyday life	1.1	Compare methods for developing and maintaining skills for everyday life
		1.2	Analyse reasons why <b>individuals</b> may need support to maintain, regain or develop skills for everyday life
		1.3	Explain how maintaining, regaining or developing skills can benefit individuals
2	Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1	Work with an individual and <b>others</b> to identify skills for everyday life that need to be supported
		2.2	Agree with the individual a plan for developing or maintaining the skills identified
		2.3	Analyse possible sources of conflict that may arise when planning and ways to resolve them
		2.4	Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it
3	Be able to support individuals to retain, regain or develop skills for everyday life	3.1	Provide agreed support to develop or maintain skills, in a way that promotes <b>active participation</b>
		3.2	Give positive and constructive feedback to the individual during activities to develop or maintain their skills
		3.3	Describe actions to take if an individual becomes distressed or unable to continue
4	Be able to evaluate support for developing or maintaining skills for	4.1	Work with an individual and others to agree criteria and processes for evaluating support

	everyday life	4.2	Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
		4.3	Agree revisions to the plan
		4.4	Record and report in line with <b>agreed ways of working</b>

### Unit guidance

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- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

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**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers

<b>Unit Title:</b>	Facilitate learning and development activities to meet individual needs and preferences		
<b>Unit No:</b>	L/601/8644		
<b>Level:</b>	3		
<b>GLH:</b>	35		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to enable them to facilitate learning and development activities to meet individual needs and preferences			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the role of learning and development activities in meeting individual needs	1.1	Describe the benefits to individuals of engaging in <b>learning or development</b> activities
		1.2	Analyse the purpose of a range of learning or development activities in which individuals may participate
		1.3	Explain how individual needs and <b>preferences</b> may influence how learning and development activities are accessed or delivered
2	Be able to identify learning and development activities to meet individual needs and preferences	2.1	Support the individual to communicate their goals, needs and preferences about learning or development activities
		2.2	Provide the individual and <b>others</b> with information on possible learning or development activities
		2.3	Assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities
		2.4	Work with the individual and others to agree learning or development activities that will suit the individual
3	Be able to plan learning and development activities with individuals	3.1	Describe factors that may affect the way a programme of learning or development activities is implemented and supported
		3.2	Establish with the individual and others a plan for implementing the programme of activities

		3.3	Assess risks in line with <b>agreed ways of working</b>
4	Be able to prepare for learning and development activities	4.1	Obtain or prepare resources or equipment needed for the activity
		4.2	Describe how resources or equipment might be adapted to meet the needs of an individual
		4.3	Support the individual to prepare for an activity so as to minimise risks and maximise their participation
		4.4	Prepare the environment so that the activity can be carried out safely and effectively
5	Be able to facilitate learning and development activities with individuals	5.1	Carry out agreed role in facilitating the activity
		5.2	Support the individual to engage with the activity in a way that promotes <b>active participation</b>
		5.3	Encourage the individual to give feedback about how the activity is implemented and the support provided
		5.4	Make adjustments in response to feedback
6	Be able to evaluate and review learning and development activities	6.1	Agree with the individual and others the process and criteria for evaluation of the activity and the support provided
		6.2	Collate and present information for evaluation as agreed
		6.3	Use agreed criteria to evaluate the activity with the individual and others
		6.4	Make recommendations for any changes in the activity, its implementation or the support provided
		6.5	Explain the importance of recognising progress achieved through a learning or development activity

### Unit guidance

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner Learning and development activities may include:

- intellectual pursuits
- activities to promote fitness or mobility
- activities relating to skills development
- activities to promote participation and interaction

**Preferences** may be based on:

- beliefs
- values
- culture Others may include:
- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers

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<b>Unit Title:</b> □	Support the development of community partnerships		
<b>Unit No:</b>	M/601/9494		
<b>Level:</b>	4		
<b>GLH:</b>	33		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that will enable the learner to support the development of community partnerships			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the role of community partnerships	1.1	Explain the concept of community partnerships
		1.2	Analyse the benefits of community partnerships
		1.3	Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships
2	Be able to identify where community partnerships could inform and support practice	2.1	Work with <b>others</b> to identify needs that could be met through community partnerships
		2.2	Gather and disseminate information about existing community partnerships that may meet identified needs
		2.3	Contribute to evaluating information about existing community partnerships and identifying gaps
		2.4	Work with others to determine how a community partnership could fill a gap in provision
3	Be able to bring people together to set up community partnerships	3.1	Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision
		3.2	Disseminate information about the proposed partnership to those identified
		3.3	Invite participation in the proposed partnership

4	Be able to support the setting up of community partnerships	4.1	Gather information about good practice from partnerships with similar purposes
		4.2	Gather information on potential costs and sources of funding for the partnership
		4.3	Provide information gathered to potential members of the partnership
		4.4	Work with others to agree: <ul style="list-style-type: none"> <li>➤ Membership of the partnership</li> <li>➤ Aims and objectives</li> <li>➤ <b>Roles and responsibilities</b></li> <li>➤ Activities and practices</li> </ul>
5	Be able to contribute to the running of community partnerships	5.1	Carry out own responsibilities to support the purpose of the partnership
		5.2	Support the community partnership to operate effectively
		5.3	Describe ways to support the partnership when a member disengages
6	Be able to contribute to the review of community partnerships	6.1	Support members of the partnership to monitor its activities
		6.2	Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives
		6.3	Contribute to evaluating the partnership
		6.4	Contribute to agreeing changes to the partnership's practice

**Unit guidance**

**Others** may include:

- individuals
- families and friends of individuals
- colleagues within the organisation
- colleagues outside the organisation

**Roles and responsibilities** may include:

- contribution of resources
- commitment of time
- allocation of tasks

<b>Unit Title:</b>	Implement therapeutic group activities		
<b>Unit No:</b>	D/601/9491		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to implement therapeutic group activities			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the principles of therapeutic group activities	1.1	Explain how participating in <b>therapeutic group activities</b> can benefit an <b>individual's</b> identity, self-esteem and well-being
		1.2	Analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances
		1.3	Compare key points of theories about group dynamics
2	Be able to plan and prepare for therapeutic group activities	2.1	Work with individuals and <b>others</b> to agree: <ul style="list-style-type: none"> <li>➤ The nature and purpose of a therapeutic group</li> <li>➤ Specific activities to fit the purpose of the group</li> </ul>
		2.2	Address any <b>risks</b> that may be associated with the planned activities
		2.3	Prepare the environment for a therapeutic group activity
		2.4	Prepare equipment or resources needed for the activity
3	Be able to support individuals during therapeutic group activities	3.1	Support group members to understand the purpose and proposed activity of the group
		3.2	Support group members during the activity in ways that encourage effective communication, <b>active participation</b> and co-operation
		3.3	Give direction, praise, reassurance and constructive feedback during the activity

		3.4	Support the group to bring the activity to a safe and timely end
4	Be able to contribute to the evaluation of therapeutic group activities	4.1	Encourage and support individuals to give feedback during and after group activities
		4.2	Agree processes and criteria for evaluating the therapeutic benefits of the group and its activities
		4.3	Carry out own responsibilities for supporting the evaluation and agreeing any revisions
		4.4	Record and report on outcomes and any revisions in line with agreed ways of working

**Unit guidance**

**Therapeutic group activities** may include:

- reminiscence therapy
- relaxation and anxiety management
- remedial games
- health-related group activities
- art or music therapy

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**Others** may include:

- Team members
- Other colleagues
- Families, carers and advocates

**Risks** may include those associated with:

- the health, safety and wellbeing of those in the group
- unintentional exclusion of some group members
- others involved with the group's activities
- the environment
- equipment and resources used

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<b>Unit Title:</b>	Support individuals to develop and run support groups		
<b>Unit No:</b>	H/601/9492		
<b>Level:</b>	3		
<b>GLH:</b>	24		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals to develop and run support groups			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the role of support groups	1.1	Explain the benefits of support groups to individuals
		1.2	Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals
		1.3	Compare key points of theories about group dynamics
2	Be able to support individuals to assess the need for additional support groups	2.1	Work with individuals to identify the support a group could provide for them
		2.2	Contribute to accessing sources of information about existing support groups
		2.3	Work with individuals to evaluate existing support groups and identify gaps in provision
3	Be able to support individuals to develop their own support groups	3.1	Work with individuals to identify ways to develop their own support group where there is a gap in provision
		3.2	Work with individuals to agree the nature and purpose of the support group
		3.3	Establish with individuals the level and type of support they require to set up a group
		3.4	Carry out own role as agreed to support the setting up of the group
4	Be able to support individuals to run support groups	4.1	Establish with group members the support they need to run the group
		4.2	Support the group to operate safely

		4.3	Support the group to resolve conflicts
5	Be able to support individuals to evaluate support groups	5.1	Support the group to monitor its activities and outcomes
		5.2	Support the group to: <ul style="list-style-type: none"> <li>➤ Agree processes and criteria for evaluating its activities and outcomes</li> <li>➤ Evaluate its activities and outcomes</li> </ul>
		5.3	Report on the effectiveness of the support group in line with agreed ways of working

<b>Unit Title:</b>	Prepare to support individuals within a shared lives arrangement		
<b>Unit No:</b>	M/601/9611		
<b>Level:</b>	3		
<b>GLH:</b>	31		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding to prepare to support individuals within a shared lives arrangement			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how shared lives arrangements can benefit individuals	1.1	Describe the potential benefits to individuals of being supported through a <b>shared lives</b> arrangement
		1.2	Explain how a shared lives arrangement can promote person centred support that enables individuals to take responsibility for decisions about their lives and actions
2	Be able to access and share information relevant to the provision of a shared lives arrangement for individuals	2.1	Establish with the people organising the provision of a shared lives arrangement the information and support required by key people and self
		2.2	Access information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement
		2.3	Share with <b>key people</b> information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement
3	Be able to address the potential impact on key people of providing a shared lives arrangement	3.1	Establish with key people the potential effects on their lives of providing a shared lives arrangement for an individual
		3.2	Establish with key people any concerns and issues in relation to providing a shared lives arrangement for an individual
		3.3	Agree any changes required in order to provide a shared lives arrangement for individuals
		3.4	Identify with key people strategies for dealing with any potential areas of conflict

4	Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement	4.1	Evaluate own knowledge, understanding and skills in relation to supporting an individual in a shared lives arrangement
		4.2	Investigate ways to fill gaps in own knowledge, understanding and skills

**Unit guidance**

**Shared-lives** arrangements may include:

- long-term accommodation support
- short breaks
- day-time support
- kinship support
- adult placement (Wales)

**Key people** may include:

- those who share the learner's home
- members of learner's extended family
- learner's social networks
- others who may be involved in the shared lives arrangement

<b>Unit Title:</b>	Support individuals to access and use services and facilities		
<b>Unit No:</b>	F/601/7927		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to be able to support individuals to access and use services and facilities			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand factors that influence individuals' access to services and facilities	1.1	Describe how accessing a range of services and facilities can be beneficial to an individual's well being
		1.2	Identify barriers that individuals may encounter in accessing services and facilities
		1.3	Describe ways of overcoming barriers to accessing services and facilities
		1.4	Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
2	Be able to support individuals to select services and facilities	2.1	Work with an individual to identify a range of services and facilities likely to meet their assessed needs
		2.2	Agree with an individual their preferred options for accessing services and facilities
		2.3	Work with an individual to select services or facilities that meet their assessed needs and <b>preferences</b>
3	Be able to support individuals to access and use services and facilities	3.1	Identify with an individual the resources, support and assistance required to access and use selected services and facilities
		3.2	Carry out agreed responsibilities to enable the individual to access and use services and facilities
		3.3	Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities

4	Be able to support individuals' to review their access to and use of services and facilities	4.1	Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences
		4.2	Support an individual to provide feedback on their experience of accessing and using services or facilities
		4.3	Work with an individuals and <b>others</b> to evaluate the support provided for accessing and using services or facilities
		4.4	Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities

**Unit guidance**

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**Preferences** may be based on:

- beliefs
- values
- culture

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

<b>Unit Title:</b>	Provide support for individuals within a shared lives arrangement		
<b>Unit No:</b>	J/601/9601		
<b>Level:</b>	3		
<b>GLH:</b>	35		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the learners knowledge and understanding to enable them to provide support for individuals within a shared lives arrangement.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how to establish the needs, background, experiences, wishes, preferences and choices of an individual	1.1	Explain the importance of 'getting to know' the individual
		1.2	Identify sources of information that can inform the process
		1.3	Explain the importance of supporting an individual to communicate their own background, experiences, wishes and preferences
2	Be able to identify how an individual's needs can be met through a shared lives arrangement	2.1	Work with the individual and others to assess how identified requirements can be met within the shared lives arrangement
		2.2	Work with the individual and others to identify factors that may affect the individual's integration into the home environment
3	Know how to address potential power imbalances in a shared lives arrangement	3.1	Explain how sharing own home may create a sense of power imbalance between an individual, self and key people
		3.2	Identify ways that potential power imbalances may be addressed to promote full membership of the household
		3.3	Identify strategies that could be used to address conflicts and disagreements
4	Be able to assist	4.1	Provide a welcoming and supportive environment for an individual with the help

	individuals to adjust to the home environment		of key people
		4.2	Provide opportunities for the individual to meet and get to know key people
		4.3	Support the individual to settle into the home environment
		4.4	Support the individual to communicate their thoughts and feelings about sharing the home environment
		4.5	Describe actions to take if an individual is distressed
		4.6	Provide opportunities for the individual's continued personal and social development
5	Be able to support key people to adjust to a shared lives arrangement	5.1	Establish with key people any adjustments that might need to be made to support an individual within the home
		5.2	Establish strategies to deal with any conflict and disagreements that may arise
		5.3	Work with the individual and key people to agree 'house rules' in order to minimise potential difficulties
		5.4	Describe ways to balance the needs of key people and the individual
		5.5	Support key people to participate in the shared lives arrangement
6	Be able to contribute to on-going review of the shared lives arrangement	6.1	Provide regular feedback on the shared lives arrangement in line with agreed ways of working
		6.2	Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness

<b>Unit Title:</b>	Support individuals in their relationships		
<b>Unit No</b>	R/601/8578		
<b>Level:</b>	3		
<b>GLH:</b>	27		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals in their relationships			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand factors affecting the capacity of individuals to develop and/or maintain relationships.	1.1	Analyse reasons why <b>individuals</b> may find it difficult to establish or maintain relationships
		1.2	Describe types of legal restriction or requirement that may affect individuals' <b>relationships</b>
		1.3	Explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided
		1.4	Explain the importance of ensuring privacy and confidentiality when providing support for relationships
2	Be able to support individuals to identify beneficial relationships.	2.1	Support an individual to understand the likely benefits of positive relationships
		2.2	Support the individual to recognise when a relationship may be detrimental or harmful
		2.3	Work with the individual to identify specific relationships that are likely to be beneficial to them
3	Be able to support individuals to develop new relationships.	3.1	Describe types of support and <b>information</b> an individual may need in order to extend their social network
		3.2	Establish with an individual the type and level of support needed to develop a new relationship
		3.3	Provide agreed support and information to develop the relationship
		3.4	Encourage continued participation in actions and activities to develop the relationship

4	Be able to support individuals to maintain existing relationships.	4.1	Describe types of support an individual may need in order to maintain an existing relationship with family or friends
		4.2	Establish with an individual the type and level of support needed to maintain the relationship
		4.3	Provide agreed support and information to develop the relationship
5	Be able to work with individuals to review the support provided for relationships.	5.1	Establish with the individual the criteria for evaluating how effective support for a relationship has been
		5.2	Collate information about the relationship and the support provided
		5.3	Work with the individual and <b>others</b> to review and revise the support provided
		5.4	Report and record in line with <b>agreed ways of working</b>

**Unit guidance:**

**Relationships** may include:

- family relationships
- friendships
- social networks

An **individual** is someone requiring care or support

**Information** may include:

- feedback from the individual and others
- observations
- records

**Others** may include:

- family
- friends
- advocates
- others who are important to the individual's wellbeing

**Agreed ways of working** will include policies and procedures where these exist

<b>Unit Title:</b>	Facilitate person centred assessment, planning, implementation and review		
<b>Unit No:</b>	H/601/8049		
<b>Level:</b>	3		
<b>GLH:</b>	45		
<b>Credit:</b>	6		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to facilitate person centred assessment, planning, implementation and review			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the principles of person centred assessment and care planning	1.1	Explain the importance of a holistic approach to assessment and planning of care or support
		1.2	Describe ways of supporting the individual to lead the assessment and planning process
		1.3	Describe ways the assessment and planning process or documentation can be adapted to maximise an <b>individual's</b> ownership and control of it
2	Be able to facilitate person centred assessment	2.1	Establish with the individual a partnership approach to the assessment process
		2.2	Establish with the individual how the process should be carried out and who else should be involved in the process
		2.3	Agree with the individual and others the intended outcomes of the assessment process and <b>care plan</b>
		2.4	Ensure that assessment takes account of the individual's strengths and aspirations as well as needs
		2.5	Work with the individual and <b>others</b> to identify support requirements and preferences
3	Be able to contribute to the planning of care or support	3.1	Take account of <b>factors</b> that may influence the type and level of care or support to be provided
		3.2	Work with the individual and others to explore <b>options and resources</b> for delivery of the plan

		3.3	Contribute to agreement on how component parts of a plan will be delivered and by whom
		3.4	Record the plan in a suitable format
4	Be able to support the implementation of care plans	4.1	Carry out assigned aspects of a care plan
		4.2	Support others to carry out aspects of a care plan for which they are responsible
		4.3	Adjust the plan in response to changing needs or circumstances
5	Be able to monitor a care plan	5.1	Agree methods for monitoring the way a care plan is delivered
		5.2	Collate monitoring information from agreed sources
		5.3	Record changes that affect the delivery of the care plan
6	Be able to facilitate a review of care plans and their implementation	6.1	Seek agreement with the individual and others about: <ul style="list-style-type: none"> <li>➤ Who should be involved in the review process</li> <li>➤ Criteria to judge effectiveness of the care plan</li> </ul>
		6.2	Seek feedback from the individual and others about how the plan is working
		6.3	Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives
		6.4	Work with the individual and others to agree any <b>revisions</b> to the plan
		6.5	Document the review process and revisions as required

### Unit guidance

The **individual** is the person requiring care or support. An advocate may act on behalf of an individual.

A **care plan** may also be known by other names, such as a support plan, individual plan or care delivery plan. It is the document where day-to-day

requirements and preferences for care and support are detailed.

**Others** may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's wellbeing

**Factors** may include:

- feasibility of aspirations
- beliefs, values and preferences of the individual
- risks associated with achieving outcomes
- availability of services and other support options

**Options and resources** should consider:

- informal support
- formal support
- care or support services
- community facilities
- financial resources
- individual's personal networks

**Revisions** may include:

- closing the plan if all objectives have been met
- reducing the level of support to reflect increased independence
- increasing the level of support to address unmet needs
- changing the type of support
- changing the method of delivering support

<b>Unit Title:</b>	Support individuals to live at home		
<b>Unit No:</b>	Y/601/7903		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals to live at home			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the principles of supporting individuals to live at home	1.1	Describe how being supported to live at home can benefit an individual
		1.2	Compare the roles of people and agencies who may be needed to support an individual to live at home
		1.3	Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home
		1.4	Explain how risk management contributes to supporting individuals to live at home
2	Be able to contribute to planning support for living at home	2.1	Identify with an individual the strengths, skills and existing networks they have that could support them to live at home
		2.2	Identify with an individual their <b>needs</b> that may require additional support and their preferences for how the needs may be met
		2.3	Agree with the individual and <b>others</b> the risks that need to be managed in living at home and ways to address them
3	Be able to work with individuals to secure additional services and facilities to enable them to live at home	3.1	Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home
		3.2	Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks
		3.3	Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active

			participation
		3.4	Obtain permission to provide additional information about the individual in order to secure resources, services and facilities
4	Be able to work in partnership to introduce additional services for individuals living at home	4.1	Agree roles and responsibilities for introducing additional support for an individual to live at home
		4.2	Introduce the individual to new resources, services, facilities or support groups
		4.3	Record and report on the outcomes of additional support measures in required ways
5	Be able to contribute to reviewing support for living at home	5.1	Work with the individual and others to agree methods and timescales for on-going review
		5.2	Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support
		5.3	Work with the individual and others to agree revisions to the support provided

### Unit guidance

**Needs** may include:

- personal
- physical
- financial
- social
- environmental
- safety

**Others** may include:

- family
- friends
- advocates
- others who are important to the individual person's wellbeing

<b>Unit Title:</b>	Support individuals to manage their finances		
<b>Unit No</b>	D/601/7904		
<b>Level:</b>	3		
<b>GLH:</b>	20		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals to manage their finances			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Know how to access information and advice about financial affairs	1.1	Identify sources of information and advice about methods and services for managing personal finances
		1.2	Identify sources of information and advice about benefits and allowances
		1.3	Describe the role of <b>others</b> who may be involved in supporting individuals to manage their own finances
		1.4	Describe how and when to access specialist expertise about managing financial affairs
		1.5	Explain how to access advice on safeguarding against financial abuse
2	Be able to provide support for individuals to manage their finances	2.1	Identify legislation, codes of practice and agreed ways of working that apply when providing support to manage financial affairs
		2.2	Work with the <b>individual</b> to identify the skills they have for managing their own finances
		2.3	Identify an individual's preferred methods and services for managing their finances
		2.4	Provide support for managing finances in a way that promotes <b>active participation</b> and safeguards the individual
		2.5	Contribute to records and reports about finances in line with agreed ways of working
3	Be able to contribute to applying for	3.1	Provide support for an individual to check the benefits and allowances to which they

	financial assistance		are entitled
		3.2	Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation
4	Be able to contribute to reviewing support for managing finances	4.1	Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
		4.2	Work with the individual to evaluate methods, services and support for managing finances
		4.3	Agree with the individual any changes to methods, services and support for managing finances
		4.4	Provide feedback to an organisation or agency about the effectiveness of financial information or support
		4.5	Explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support

**Others** may include:

- Team members
- Other colleagues
- Families, carers and advocates

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Active participation** is 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

<b>Unit Title:</b>	Support individuals to access and manage direct payments		
<b>Unit No:</b>	H/601/7905		
<b>Level:</b>	4		
<b>GLH:</b>	40		
<b>Credit:</b>	6		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding to enable them to support individuals to access and manage direct payments			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the role of direct payments	1.1	Explain the purpose of direct payments
		1.2	Explain how direct payments relate to legislation and policies for providing care and support
		1.3	Identify the range of services for which direct payments may be used
2	Be able to support individuals to decide whether to use direct payments	2.1	Identify sources of information and advice about using direct payments
		2.2	Provide information and advice about direct payments in a way that is accessible to an <b>individual</b> and <b>others</b>
		2.3	Access specialist guidance about using direct payments
		2.4	Work with the individual and others to decide: <ul style="list-style-type: none"> <li>➤ Whether a direct payment would be beneficial in meeting the individual's needs</li> <li>➤ The level and type of support needed to manage the direct payment</li> </ul>
3	Be able to provide support to select services to be purchased with direct payments	3.1	Provide accessible information about services that are likely to meet the individual's needs
		3.2	Work with the individual and others to select support that meets their needs within resources available

		3.3	Support the individual to check and understand documents produced by service providers selected
4	Be able to provide support for completing paperwork associated with direct payments	4.1	Contribute to completing paperwork to apply for direct payments, in a way that promotes <b>active participation</b>
		4.2	Support the individual to make payments for services purchased, in a way that promotes active participation
		4.3	Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation
5	Understand how to address difficulties, dilemmas and conflicts relating to direct payments	5.1	Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments
		5.2	Identify practical difficulties and conflicts that may arise in relation to direct payments
		5.3	Describe strategies to resolve or minimise such difficulties, dilemmas and conflicts
6	Be able to contribute to reviewing the support provided through direct payments	6.1	Agree with the individual how the support they purchase will be evaluated
		6.2	Work with the individual and others to evaluate the support they have purchased
		6.3	Agree any changes needed to the support purchased
		6.4	Provide feedback to organisations about the support purchased
7	Be able to contribute to reviewing the management of direct payments	7.1	Work with the individual and others to review the management of the direct payment
		7.2	Agree any changes to the type and level of support needed for managing a direct payment
		7.3	Provide feedback to people and organisations about the management of the individual's direct payment

### Unit Guidance

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**Active participation** is 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

<b>Unit Title:</b>	Support individuals to access housing and accommodation services		
<b>Unit No</b>	K/601/7906		
<b>Level:</b>	3		
<b>GLH:</b>	24		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals to access housing and accommodation			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand support available to access housing and accommodation services	1.1	Identify sources of funding and benefits that are available for housing and accommodation services
		1.2	Analyse the range of housing and accommodation services available
		1.3	Explain how and where to access specialist information and advice about housing and accommodation services
2	Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1	Work with an individual to identify their accommodation requirements
		2.2	Work with the individual to understand the range of accommodation services that could meet their needs
		2.3	Support the individual to understand requirements that may be made by housing and accommodation services
3	Be able to work with individuals to plan to access housing and accommodation services	3.1	Work with the individual and others to agree a plan for accessing housing and accommodation services
		3.2	Establish with an individual which housing and accommodation services will be approached
4	Be able to work with individuals to access housing and accommodation services	4.1	Support the individual to prepare to attend meetings with housing and accommodation services
		4.2	Work with the individual to provide accurate and complete information to express their requirements and preferences

		4.3	Support the individual to understand the outcome of decisions made by a housing or accommodation service
		4.4	Describe ways to challenge discrimination in accessing housing and accommodation services
5	Be able to work with housing and accommodation services to meet the needs of individuals	5.1	Provide housing and accommodation services with information about own role and responsibilities
		5.2	Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met
6	Be able to contribute to the review of housing and accommodation services for individuals	6.1	Work with the individual and others to: <ul style="list-style-type: none"> <li>➤ Monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences</li> <li>➤ Identify any additional support needed</li> </ul>
		6.2	Consult with others about any problems and proposed solutions
		6.3	Record and report on the review in line with agreed ways of working

<b>Unit Title:</b>	Support individuals to deal with personal relationship problems		
<b>Unit No:</b>	R/601/8581		
<b>Level:</b>	3		
<b>GLH:</b>	26		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the learners knowledge and understanding to enable them to support individuals to deal with personal relationship problems			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to support individuals to assess relationship problems.	1.1	Describe problems that may arise within relationships and the potential effects on an individual's well-being
		1.2	Work with an individual and others to identify possible problems in a relationship
		1.3	Work with the individual and others to analyse the causes of a relationship problem
2	Be able to support individuals to overcome relationship problems.	2.1	Establish with the individual and others the level and type of support needed to overcome problems in a relationship the individual wishes to maintain
		2.2	Agree with the individual and others the best way to maintain the relationship while managing risks
		2.3	Carry out agreed support for overcoming a relationship problem
3	Know how and when to access specialist support about relationship problems.	3.1	Describe circumstances that would require additional or specialist advice when supporting an individual to manage a difficult relationship
		3.2	Identify specialist information and support for a range of relationship problems
		3.3	Describe how to access specialist information or support to help address relationship problems

4	Know how to support individuals to end unhelpful relationships.	4.1	Describe types of support individuals may need in order to end an unhelpful relationship
		4.2	Explain how to establish with an individual the type and level of support needed to end a relationship
		4.3	Describe ways to support an individual to cope with any distress when a relationship ends
5	Be able to evaluate the support provided for relationship problems	5.1	Establish with the individual and others the criteria for evaluating the effectiveness of support for a relationship problem
		5.2	Collate information about the relationship and the support provided
		5.3	Work with the individual to evaluate the effectiveness of the support provided to address the relationship problem
		5.4	Work with the individual and others to revise the support provided

<b>Unit Title:</b>	Support Individuals With Specific Communication Needs		
<b>Unit No</b>	T/601/8282		
<b>Level:</b>	3		
<b>GLH:</b>	35		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals with specific communication needs			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand specific communication needs and factors affecting them	1.1	Explain the importance of meeting an <b>individual's</b> communication needs
		1.2	Explain how own role and practice can impact on communication with an individual who has specific <b>communication needs</b>
		1.3	Analyse features of the environment that may help or hinder communication
		1.4	Analyse reasons why an individual may use a form of communication that is not based on a formal language system
		1.5	Identify a range of communication methods and aids to support individuals to communicate
		1.6	Describe the potential effects on an individual of having unmet communication needs
2	Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them	2.1	Work in partnership with the individual and others to identify the individual's specific communication needs
		2.2	Contribute to identifying the communication methods or aids that will best suit the individual
		2.3	Explain how and when to access information and support about identifying and addressing specific communication needs
3	Be able to interact with individuals using their	3.1	Prepare the environment to facilitate communication

	preferred communication	3.2	Use agreed methods of communication to interact with the individual
		3.3	Monitor the individual's responses during and after the interaction to check the effectiveness of communication
		3.4	Adapt own practice to improve communication with the individual
4	Be able to promote communication between individuals and others	4.1	Support the individual to develop communication methods that will help them to understand others and be understood by them
		4.2	Provide opportunities for the individual to communicate with others
		4.3	Support others to understand and interpret the individual's communication
		4.4	Support others to be understood by the individual by use of agreed communication methods
5	Know how to support the use of communication technology and aids	5.1	Identify specialist services relating to communication technology and aids
		5.2	Describe types of support that an individual may need in order to use communication technology and aids
		5.3	Explain the importance of ensuring that communication equipment is correctly set up and working properly
6	Be able to review an individual's communication needs and the support provided to address them	6.1	Collate information about an individual's communication and the support provided
		6.2	Contribute to evaluating the effectiveness of agreed methods of communication and support provided
		6.3	Work with others to identify ways to support the continued development of communication

### Unit guidance

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Communication needs** may include: different language, hearing loss (both minor and major), learning difficulties, find speech difficult Examples of

communication techniques – sign language, speed of verbal communication, volume of verbal communication, body language, written instead of verbal, listening

<b>Unit Title:</b>	Support individuals during a period of change		
<b>Unit No</b>	M/601/7907		
<b>Level:</b>	3		
<b>GLH:</b>	29		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals during a period of change			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand reasons for and responses to change	1.1	Describe types of change that may occur in the course of an individual's life
		1.2	Analyse factors that may make change a positive or a negative experience
		1.3	Describe approaches likely to enhance an individual's capacity to manage change and experience change positively
2	Be able to support individuals to plan how to manage or adapt to change	2.1	Work with individuals and others to identify recent or imminent changes affecting them
		2.2	Support the individual to assess the implications and likely impacts of the change identified
		2.3	Work with the individual and others to plan how to adapt to or manage the change
		2.4	Explain the importance of both practical support and emotional support during a time of change
		2.5	Identify and agree roles and responsibilities for supporting a change
3	Be able to support individuals to manage or adapt to change	3.1	Carry out agreed role and responsibilities for supporting change, in ways that promote active participation
		3.2	Provide information and advice to support the individual to manage change
		3.3	Support the individual to express preferences and anxieties when going through change

		3.4	Adapt support methods to take account of preferences or anxieties
		3.5	Describe how and when to seek additional expertise and advice when supporting an individual through change
4	Be able to evaluate the support provided during a period of change	4.1	Agree with the individual and others how the support provided will be evaluated, and who will be involved
		4.2	Work with the individual and others to identify positive and negative aspects of a change
		4.3	Work with the individual and others to evaluate the effectiveness of methods used to support the change process
		4.4	Record and report on the effectiveness of support for the change process

<b>Unit Title:</b>	Support individuals to prepare for and settle in to new home environments		
<b>Unit No</b>	T/601/7908		
<b>Level:</b>	3		
<b>GLH:</b>	23		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to enable them to support individuals to prepare for and settle in to new home environments			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand factors affecting a move to a new home environment	1.1	Identify reasons why individuals may move to a new home environment
		1.2	Explain the effects that moving may have on an individual and their personal relationships
		1.3	Analyse strategies that can help a move to go smoothly
2	Be able to support individuals to prepare to move into new home environments	2.1	Access information and advice to support an individual to move and settle into a new home environment
		2.2	Provide an individual and others with information about the proposed new home environment
		2.3	Work with the individual and others to plan for the move
		2.4	Support the individual to express their feelings about the move and any concerns they may have
		2.5	Demonstrate strategies to address concerns
3	Be able to support individuals to settle into new home environments	3.1	Support the individual to familiarise themselves with the new environment and living arrangements
		3.2	Support the individual to explore opportunities to: <ul style="list-style-type: none"> <li>➤ Maintain existing social networks and/or</li> <li>➤ Create new social networks</li> </ul>

		3.3	Support the individual to adjust to living with new people or to living alone
		3.4	Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment
4	Be able to support individuals to review the impact of new home environments	4.1	Work with the individual and others to agree a process to review the move
		4.2	Work with the individual to review positive and negative effects of the move
		4.3	Work with the individual and others to plan how to maintain benefits of the move and address any difficulties
		4.4	Agree any additional resources, facilities and support required
		4.5	Record and report on the outcomes of the move, in line with agreed ways of working

**Unit guidance:**

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers.

<b>Unit Title:</b>	Support individuals who are bereaved		
<b>Unit No</b>	A/601/7909		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals who are bereaved			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the effects of bereavement on individuals	1.1	Describe how an individual may feel immediately following the death of a loved one
		1.2	Analyse how the bereavement journey may be different for different individuals
2	Understand principles for supporting individuals who are bereaved	2.1	Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved
		2.2	Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement
		2.3	Explain the importance of empathy in supporting a bereaved individual
3	Be able to support individuals to express their response to loss	3.1	Create an environment where the individual has privacy to express their emotions
		3.2	Demonstrate active listening skills to support the individual to express their thoughts, feelings and distress
4	Be able to support individuals who are bereaved	4.1	Assess the individual's level of distress and their capacity for resilience
		4.2	Agree a programme of support with the individual and <b>others</b>
		4.3	Carry out own role within the support programme
		4.4	Support the individual to identify any changes they may need to make as a result of their loss

		4.5	Explain the importance of working at the individual's pace during the bereavement journey
		4.6	Support the individual to manage conflicting emotions, indecision or fear of the future
5	Understand the role of specialist agencies in supporting individuals who are bereaved	5.1	Compare the roles of specialist agencies in supporting individuals who are bereaved
		5.2	Describe how to assess whether a bereaved individual requires specialist support
		5.3	Explain the importance of establishing agreement with the individual about making a referral to a specialist agency
6	Be able to manage own feelings when providing support for individuals who are bereaved	6.1	Identify ways to manage own feelings while providing support for an individual who is bereaved
		6.2	Use <b>support systems</b> to help manage own feelings

### Unit guidance

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**Support systems** refers to a network of people who provide an individual with practical or emotional support

<b>Unit Title:</b>	Work In Partnership With Families to Support Individuals		
<b>Unit No:</b>	H/601/8147		
<b>Level:</b>	3		
<b>GLH:</b>	27		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to enable them to work in partnership with families to support individuals			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand partnership working with families	1.1	Analyse the contribution of families to the care and/or support of individuals
		1.2	Identify factors that may affect the level of involvement of <b>family members</b> in care and/or support
		1.3	Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals
		1.4	Explain how the attitudes of a worker affect partnership working with families
2	Be able to establish and maintain positive relationships with families	2.1	Interact with family members in ways that respect their culture, experiences and expertise
		2.2	Demonstrate dependability in carrying out actions agreed with families
		2.3	Describe principles for addressing dilemmas or conflicts that may arise in relationships with <b>families</b>
3	Be able to plan shared approaches to the care and support of individuals with families	3.1	Agree with the <b>individual</b> , family members and others the proposed outcomes of partnership working with a family
		3.2	Clarify own role, role of family members, and roles of others in supporting the individual
		3.3	Support family members to understand person centred approaches and <b>agreed ways of working</b>
		3.4	Plan ways to manage risks associated with sharing care or support

		3.5	Agree with the individual and family members processes for monitoring the shared support plan
4	Be able to work with families to access support	4.1	Work with family members to identify the support they need to carry out their role
		4.2	Provide accessible information about available resources for support
		4.3	Work with family members to access resources
5	Be able to exchange and record information about partnership work with families	5.1	Exchange information with the individual and family members about: <ul style="list-style-type: none"> <li>➤ Implementation of the plan</li> <li>➤ Changes to needs and preferences</li> </ul>
		5.2	Record information in line with agreed ways of working about: <ul style="list-style-type: none"> <li>➤ Progress towards outcomes</li> <li>➤ Effectiveness of partnership working</li> </ul>
6	Be able to contribute to reviewing partnership work with families	6.1	Agree criteria and processes for reviewing partnership work with families
		6.2	Agree criteria and processes for reviewing support for family members
		6.3	Encourage the individual and family members to participate in the review
		6.4	Carry out own role in the review of partnership working
7	Be able to provide feedback about support for families	7.1	Provide feedback to others about the support accessed by family members
		7.2	Report on any gaps in the provision of support for family members
		7.3	Describe ways to challenge information or support that is discriminatory or inaccessible

**Unit guidance**

**Families and family members** may include:

- Parents
- Legal guardians/those with legal responsibility
- Siblings
- Grandparents
- Step-parents
- Other relatives

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers

<b>Unit Title:</b>	Promote Positive Behaviour		
<b>Unit No</b>	F/601/3764		
<b>Level:</b>	3		
<b>GLH:</b>	44		
<b>Credit:</b>	6		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to promote positive behaviour			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support.	1.1	Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
		1.2	Define what is meant by restrictive interventions
		1.3	Explain when restrictive interventions may and may not be used
		1.4	Explain who needs to be informed of any incidents where restrictive interventions have been used
		1.5	Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
		1.6	Describe safeguards that must be in place if restrictive physical interventions are used
2	Understand the context and use of proactive and reactive strategies.	2.1	Explain the difference between proactive and reactive strategies
		2.2	Identify the proactive and reactive strategies that are used within own work role
		2.3	Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
		2.4	Explain the importance of maintaining a person or child centred approach when establishing proactive strategies

		2.5	Explain the importance of reinforcing positive behaviour with individuals
		2.6	Evaluate the impact on an individual's well-being of using reactive rather than proactive strategies
3	Be able to promote positive behaviour.	3.1	Explain how a range of factors may be associated with challenging behaviours
		3.2	Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
		3.3	Highlight, praise and support positive aspects of an <b>individual's</b> behaviour in order to reinforce positive behaviour
		3.4	Demonstrate how to model to others best practice in promoting positive behaviour
4	Be able to respond appropriately to incidents of challenging behaviour.	4.1	Identify types of challenging behaviours
		4.2	Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
		4.3	Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
		4.4	Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour

**Unit guidance**

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

<b>Unit Title:</b>	Support Use Of Medication In Social Care Settings		
<b>Unit No</b>	F/601/4056		
<b>Level:</b>	3		
<b>GLH:</b>	40		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support use of medication in social care settings			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the legislative framework for the use of medication in social care settings	1.1	Identify legislation that governs the use of medication in social care settings
		1.2	Outline the legal classification system for medication
		1.3	Explain how and why policies and procedures or <b>agreed ways of working</b> must reflect and incorporate legislative requirements
2	Know about common types of medication and their use	2.1	Identify common types of medication
		2.2	List conditions for which each type of medication may be prescribed
		2.3	Describe changes to an <b>individual's</b> physical or mental well-being that may indicate an adverse reaction to a medication
3	Understand roles and responsibilities in the use of medication in social care settings	3.1	Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
		3.2	Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements
4	Understand techniques for administering medication	4.1	Describe the routes by which medication can be administered
		4.2	Describe different forms in which medication may be presented
		4.3	Describe materials and equipment that can assist in administering medication

5	Be able to receive, store and dispose of medication supplies safely	5.1	Demonstrate how to receive supplies of medication in line with agreed ways of working
		5.2	Demonstrate how to store medication safely
		5.3	Demonstrate how to dispose of un-used or unwanted medication safely
6	Know how to promote the rights of the individual when managing medication	6.1	<p>Explain the importance of the following principles in the use of medication</p> <ul style="list-style-type: none"> <li>➤ Consent</li> <li>➤ Self-medication or active participation</li> <li>➤ Dignity and privacy</li> <li>➤ Confidentiality</li> </ul>
		6.2	Explain how risk assessment can be used to promote an individual's independence in managing medication
		6.3	Describe how ethical issues that may arise over the use of medication can be addressed
7	Be able to support use of medication	7.1	Demonstrate how to access information about an individual's medication
		7.2	Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and <b>active participation</b>
		7.3	Demonstrate strategies to ensure that medication is used or administered <b>correctly</b>
		7.4	Demonstrate how to address any <b>practical difficulties</b> that may arise when medication is used
		7.5	Demonstrate how and when to access further information or support about the use of medication
8	Be able to record and report on use of medication	8.1	Demonstrate how to record use of medication and any changes in an individual associated with it
		8.2	Demonstrate how to report on use of medication and problems associated with

		medication, in line with agreed ways of working
<p><b>Unit guidance</b></p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist</p> <p>An <b>individual</b> is someone requiring care or support</p> <p><b>Active participation</b> is 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.</p> <p>Using medication <b>correctly</b> must ensure that the individual receives</p> <ul style="list-style-type: none"> <li>➤ the correct medication</li> <li>➤ in the correct dose</li> <li>➤ by the correct route</li> <li>➤ at the correct time</li> <li>➤ with agreed support</li> <li>➤ with respect for dignity and privacy</li> </ul> <p><b>Practical difficulties may include</b></p> <ul style="list-style-type: none"> <li>➤ lost medication</li> <li>➤ missed medication</li> <li>➤ spilt medication</li> <li>➤ an individual's decision not to take medication</li> <li>➤ difficulty in taking medication in its prescribed form</li> <li>➤ wrong medication used</li> <li>➤ vomiting after taking medication</li> <li>➤ adverse reaction</li> <li>➤ discrepancies in records or directions for use</li> </ul>		

<b>Unit Title:</b>	Support Individuals at the End of Life		
<b>Unit No:</b>	T/601/9495		
<b>Level:</b>	3		
<b>GLH:</b>	53		
<b>Credit:</b>	7		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals at the end of life			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	1.1	Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care
		1.2	Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role
2	Understand factors affecting end of life care	2.1	Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
		2.2	Explain how the beliefs, religion and culture of individuals and key people influence end of life care
		2.3	Explain how the beliefs, religion and culture of individuals and key people influence end of life care
		2.4	Explain why support for an individual's health and well-being may not always relate to their terminal condition
3	Understand advance care planning in relation to end of life care	3.1	Describe the benefits to an individual of having as much control as possible over their end of life care
		3.2	Explain the purpose of advance care planning in relation to end of life care
		3.3	Describe own role in supporting and recording decisions about advance care planning
		3.4	Outline ethical and legal issues that may arise in relation to advance care planning

4	Be able to provide support to individuals and key people during end of life care	4.1	Support the individual and key people to explore their thoughts and feelings about death and dying
		4.2	Provide support for the individual and key people that respects their beliefs, religion and culture
		4.3	Demonstrate ways to help the individual feel respected and valued throughout the end of life period
		4.4	Provide information to the individual and/or key people about the individual's illness and the support available
		4.5	Give examples of how an individual's <b>well-being</b> can be enhanced by: <ul style="list-style-type: none"> <li>➤ Environmental factors</li> <li>➤ Non-medical interventions</li> <li>➤ Use of equipment and aids</li> <li>➤ Alternative therapies</li> </ul>
		4.6	Contribute to partnership working with key people to support the individual's well-being
5	Understand how to address sensitive issues in relation to end of life care	5.1	Explain the importance of recording significant conversations during end of life care
		5.2	Explain factors that influence who should give significant news to an individual or key people
		5.3	Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
		5.4	Analyse ways to address such conflicts
6	Understand the role of organisations and support services available to individuals and key people in relation to end of life care	6.1	Describe the role of support organisations and specialist services that may contribute to end of life care
		6.2	Analyse the role and value of an advocate in relation to end of life care
		6.3	Explain how to establish when an advocate may be beneficial

		6.4	Explain why support for spiritual needs may be especially important at the end of life
		6.5	Describe a range of sources of support to address spiritual needs
7	Be able to access support for the individual or key people from the wider team	7.1	Identify when support would best be offered by other members of the team
		7.2	Liaise with other members of the team to provide identified support for the individual or <b>key people</b>
8	Be able to support individuals through the process of dying	8.1	Carry out own role in an individual's care
		8.2	Contribute to addressing any distress experienced by the individual promptly and in agreed ways
		8.3	Adapt support to reflect the individual's changing needs or responses
		8.4	Assess when an individual and key people need to be alone
9	Be able to take action following the death of individuals	9.1	Explain why it is important to know about an individual's wishes for their after-death care
		9.2	Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working
		9.3	Describe ways to support key people immediately following an individual's death
10	Be able to manage own feelings in relation to the dying or death of individuals	10.1	Identify ways to manage own feelings in relation to an individual's dying or death
		10.2	Utilise support systems to deal with own feelings in relation to an individual's dying or death

**Unit guidance**

**Key people** may include:

- family members
- friends
- others who are important to the wellbeing of the individual

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Wellbeing** may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

<b>Unit Title:</b>	Prepare Environments and Resources for use during Healthcare activities		
<b>Unit No</b>	R/601/8824		
<b>Level:</b>	2		
<b>GLH:</b>	20		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to prepare environments and resources for use during healthcare activities			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how to prepare and manage environments and resources for use during healthcare activities	1.1	Explain how the environment is prepared, maintained and cleaned to ensure it is ready for the healthcare activity
		1.2	Describe the roles and responsibilities of team members in the preparation and management of the environment and resources
		1.3	Explain how to investigate, make the necessary adjustments to and report problems with the environment
		1.4	Describe the impact of <b>environmental changes</b> on resources including their storage and use
2	Be able to prepare environments, medical equipment, devices and resources for use during healthcare activities	2.1	Apply health and safety measures relevant to the healthcare activity and environment
		2.2	Apply standard precautions for infection prevention and control
		2.3	Ensure conditions within the immediate environment are set at levels which maintain individual comfort
		2.4	Ensure that all essential resources are available in advance of planned healthcare activities
		2.5	Ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out
		2.6	Report any problems with medical equipment, devices and resources as required

		2.7	Demonstrate the relevant equipment and medical devices are selected, prepared and functioning within the agreed parameters prior to use
		2.8	Prepare resources for the activity in line with clinical governance
3	Be able to ensure that environments and resources are ready for their next intended use	3.1	Describe the importance of ensuring that environments are ready for their next use
		3.2	Outline the factors that influence the readiness of environments for use in health care activities
		3.3	Clean and make safe re-useable items prior to storage in accordance with agreed policies
		3.4	Dispose of used, damaged or out of date items safely
		3.5	Return un-opened, unused and surplus resources to the correct location for storage
		3.6	Monitor the available levels of consumable materials used in healthcare activities
		3.7	Replenish consumable materials used in healthcare activities in accordance with protocols
		3.8	Ensure all information is accurately recorded as specified in local policies
<b>Unit guidance</b>			
<b>Environmental changes</b> – include storage and use			

<b>Unit Title:</b>	Prepare for and carry out extended feeding techniques		
<b>Unit No:</b>	A/601/8980		
<b>Level:</b>	3		
<b>GLH:</b>	27		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to prepare for and carry out extended feeding techniques			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand anatomy and physiology in relation to extended feeding	1.1	Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding
		1.2	Explain the importance of fluid and nutritional balance to the health of individuals
		1.3	Describe conditions where feeding may be undertaken by extended methods
2	Understand extended feeding techniques	2.1	Explain techniques for extended feeding
		2.2	Describe equipment and materials that may be used for extended feeding
		2.3	Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences
		2.4	Describe how to recognise and deal with adverse reactions which may occur <ul style="list-style-type: none"> <li>➤ During procedures</li> <li>➤ Following procedures</li> </ul>
3	Understand legislation and agreed ways of working when using extended feeding techniques	3.1	Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding
		3.2	Explain the importance of following procedures exactly as specified
4	Be able to manage risks relating to	4.1	Identify potential risks associated with extended feeding

	extended feeding	4.2	Describe the potential sources and consequences of contamination
		4.3	Explain why it is important to <ul style="list-style-type: none"> <li>➤ Maintain the correct level of cleanliness</li> <li>➤ Pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area</li> </ul>
		4.4	Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure
		4.5	Dispose of <ul style="list-style-type: none"> <li>➤ Used equipment, materials and feeds</li> <li>➤ Body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working</li> </ul>
5	Be able to prepare for extended feeding	5.1	Ensure that adequate and relevant fluids, feeds and equipment are available
		5.2	Confirm the identity of the <b>individual</b> prior to carrying out the activity
		5.3	Obtain <b>valid consent</b> from the individual prior to carrying out the planned activity
		5.4	Confirm equipment and materials are <ul style="list-style-type: none"> <li>➤ Appropriate to the procedure</li> <li>➤ Fit for purpose</li> </ul>
		5.5	Position the individual to ensure safety and comfort and facilitate the method of extended feeding
6	Be able to carry out and complete extended feeding techniques	6.1	Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual
		6.2	Carry out extended feeding safely and according to the individual's plan of care

		6.3	Observe the individual throughout the activity and respond to any adverse reactions
		6.4	Ensure the comfort of the individual following extended feeding
7	Be able to maintain records and report on extended feeding	7.1	Complete required records
		7.2	Identify <b>others</b> who may be involved in reviewing the nutritional and fluid intake of an individual
		7.3	Report any findings about the process and the individual which may have an impact on the care plan

### Unit guidance

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**Valid consent** must be in line with agreed UK country definition

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

<b>Unit Title:</b>	Undertake tissue viability risk assessments		
<b>Unit No:</b>	Y/601/9022		
<b>Level:</b>	3		
<b>GLH:</b>	26		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the skill, knowledge and understanding that a learner needs to undertake tissue viability risk assessments			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the need for tissue viability risk assessment	1.1	Describe the anatomy and physiology of healthy skin
		1.2	Describe the changes that occur when damage caused by pressure develops
		1.3	Explain when an initial tissue viability risk assessment may be required
		1.4	Describe what to look for when assessing the skin
		1.5	Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown
		1.6	Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown
2	Be able to undertake tissue viability risk assessment	2.1	Identify <b>individuals</b> who may be at risk of impaired tissue viability and skin breakdown
		2.2	Apply standard precautions for infection prevention and control
		2.3	Inspect the general condition of an individual's skin
		2.4	Identify the sites where pressure damage might occur using appropriate assessment tools
		2.5	Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy
		2.6	Use safe handling techniques when assisting the individual to move during the

			assessment
		2.7	Encourage the <b>active participation</b> of the individual and <b>others</b> where possible and appropriate
3	Be able to record and report on tissue viability risk assessment	3.1	Complete tissue viability risk assessment documentation
		3.2	Share findings with appropriate staff and the individual
		3.3	Notify appropriate staff of any immediate concerns
4	Understand when the risk assessment should be reviewed	4.1	Explain why the tissue viability risk assessment should be regularly reviewed and repeated
		4.2	Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate due to changes in the individual's condition or environment

### Unit guidance

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Active participation** is 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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

<b>Unit Title:</b>	Undertake physiological measurements		
<b>Unit No:</b>	R/601/8662		
<b>Level:</b>	3		
<b>GLH:</b>	23		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to undertake physiological measurements			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1	Describe current legislation, national guidelines, organisational policies and protocols affecting work practice
2	Understand the physiological states that can be measured	2.1	<p>Explain the principles of blood pressure to include:</p> <ul style="list-style-type: none"> <li>➤ Blood pressure maintenance</li> <li>➤ Differentiation between systolic and diastolic blood pressure</li> <li>➤ Normal limits of blood pressure</li> <li>➤ Conditions of high or low blood pressure</li> </ul>
		2.2	<p>Explain the principles of body temperature to include:</p> <ul style="list-style-type: none"> <li>➤ Body temperature maintenance</li> <li>➤ Normal body temperature</li> <li>➤ Pyrexia, hyper-pyrexia and hypothermia</li> </ul>
		2.3	<p>Explain the principles of respiratory rates to include:</p> <ul style="list-style-type: none"> <li>➤ Normal respiratory rates</li> <li>➤ Factors affecting respiratory rates in ill and well individuals</li> </ul>

		2.4	<p>Explain the principles of pulse rates to include:</p> <ul style="list-style-type: none"> <li>➤ Normal pulse rates limits</li> <li>➤ Factors affecting pulse rates – raising or lowering</li> <li>➤ Pulse sites on the body</li> <li>➤ The requirement for pulse oximetry measurements</li> <li>➤ Analysis and implication of pulse oximetry findings</li> </ul>
		2.5	Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control
		2.6	Explain the major factors that influence changes in physiological measurements
		2.7	Explain the importance of undertaking physiological measurements
		2.8	Explain how <b>physiological measurements may need to be adapted for the individual</b>
3	Be able to prepare to take physiological measurements	3.1	Explain to the <b>individual</b> what measurements will be undertaken and why these are done
		3.2	Reassure the individual during physiological measurements process
		3.3	Answer questions and deal with concerns during physiological measurements process
		3.4	Explain the help individuals may need before taking their physiological measurements
		3.5	Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
		3.6	Ensure all materials and equipment to be used are appropriately prepared
		3.7	Confirm the individual's identity and obtain <b>valid consent</b>
4	Be able to undertake physiological	4.1	Apply standard precautions for infection prevention and control

	measurements	4.2	Apply health and safety measures relevant to the procedure and environment
		4.3	Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
		4.4	Monitor the condition of the individual throughout the measurement
		4.5	Respond to any significant changes in the individual's condition
		4.6	Follow the agreed process when unable to obtain or read a physiological measurement
		4.7	Identify any issues outside own responsibility and refer these to other colleagues
5	Be able to record and report results of physiological measurements	5.1	Explain the necessity for recording physiological measurements
		5.2	Explain a few common conditions which require recording of physiological measurements
		5.3	Demonstrate the correct process for reporting measurements that fall outside the normal levels
		5.4	Record physiological measurements taken accurately using the correct documentation

### Unit guidance

**Physiological measurements may need to be adapted for the individual** depending on their:

- size
- age
- stage of development

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Valid consent** must be in line with agreed UK country definition

<b>Unit Title:</b>	Obtain venous blood samples		
<b>Unit No:</b>	D/601/8860		
<b>Level:</b>	3		
<b>GLH:</b>	24		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to obtain venous blood samples			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand legislation, policy and good practice related to obtaining venous blood samples.	1.1	Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples
2	Understand the anatomy and physiology relating to obtaining venous blood samples.	2.1	Describe the structure of venous blood vessels
		2.2	Explain blood clotting processes and the factors that influence blood clotting
		2.3	Describe the position of venous blood vessels in relation to arteries, nerves and other structures
3	Be able to prepare to obtain venous blood samples.	3.1	Confirm the <b>individual's</b> identity and obtain <b>valid consent</b>
		3.2	Communicate with the individual in a manner which: <ul style="list-style-type: none"> <li>➤ Provides relevant information</li> <li>➤ Provides support and reassurance</li> <li>➤ Addresses needs and concerns</li> <li>➤ Is respectful of personal beliefs and <b>preferences</b></li> </ul>
		3.3	Select and prepare appropriate equipment for obtaining the venous blood sample
		3.4	Select and prepare an appropriate site taking into account the individual's preferences
4	Be able to obtain venous blood samples.	4.1	Apply health and safety measures relevant to the procedure and environment

		4.2	Apply standard precautions for infection prevention and control
		4.3	Use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual
		4.4	Use the agreed procedure to obtain the venous blood sample, to include: <ul style="list-style-type: none"> <li>➤ Utilisation of containers</li> <li>➤ Required volume of blood</li> <li>➤ Correct sequence when obtaining multiple samples</li> <li>➤ Application and use of tourniquets at appropriate stages</li> <li>➤ Stimulation of blood flow or selection of alternative site where necessary</li> <li>➤ Utilisation of anti-coagulant with sample when necessary</li> </ul>
		4.5	Respond to any indication of adverse reaction, complication or problem during the procedure
		4.6	Explain the correct procedure to deal with an arterial puncture when it occurs
		4.7	Terminate the blood collection procedure following guidelines and/or protocols to include: <ul style="list-style-type: none"> <li>➤ Removal of blood collection equipment</li> <li>➤ Stopping blood flow</li> <li>➤ Stopping bleeding</li> <li>➤ Application of suitable dressing</li> <li>➤ Personal care advice to the individual</li> </ul>
5	Be able to prepare venous blood samples for transportation.	5.1	Label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring: <ul style="list-style-type: none"> <li>➤ Legibility of labelling and documentation</li> <li>➤ Temperature control of storage</li> </ul>

			➤ Immediacy of transportation
<p><b>Unit guidance</b></p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner</p> <p><b>Valid consent</b> must be in line with agreed UK country definition</p> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>➤ beliefs</li> <li>➤ values</li> <li>➤ culture</li> </ul>			

<b>Unit Title:</b>	Undertake urethral catheterisation processes		
<b>Unit No:</b>	J/601/8979		
<b>Level:</b>	3		
<b>GLH:</b>	28		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to undertake urethral catheterisation processes			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation	1.1	Describe the current legislation, national guidelines, and local policies and protocols which affect work practice
		1.2	Identify the correct procedures relating to urethral catheterisation
		1.3	Explain the conditions and constraints which might denote who undertakes this procedure and why
		1.4	Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff
		1.5	Describe the ethical issues surrounding catheterisation, as applied to males and females
2	Understand the relevant anatomy and physiology	2.1	Describe the anatomy and physiology of the male and / or female genito-urinary system
3	Be able to prepare to insert urethral catheters	3.1	Identify the types of catheters that can be used
		3.2	Select an appropriate catheter
		3.3	Describe the local anaesthetic agents available for use when inserting urethral catheters
		3.4	Confirm the individual's identity and obtain valid consent
4	Be able to insert urethral catheters	4.1	Ensure the individual's privacy and dignity is maintained at all times
		4.2	Apply standard precautions for infection control

		4.3	Apply health and safety measures relevant to the procedure and environment
		4.4	Insert the catheter safely and correctly, with minimal trauma to the individual including <ul style="list-style-type: none"> <li>➤ Securing the catheter</li> <li>➤ Adjust it correctly</li> <li>➤ Attach it correctly to the appropriate drainage system</li> </ul>
5	Be able to prepare venous blood samples for transportation.	5.1	Label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring: <ul style="list-style-type: none"> <li>➤ Legibility of labelling and documentation</li> <li>➤ Temperature control of storage</li> <li>➤ Immediacy of transportation</li> </ul>
		5.2	Empty draining bags
		5.3	Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan
		5.4	Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required
		5.5	Take appropriate action to remedy any problems when these arise
6	Be able to care for and support the individual during and after the procedure	6.1	Assess how comfortable the individual is, taking steps to improve the individual's comfort during and after the procedure
		6.2	Identify adverse effects and appropriate actions
		6.3	Communicate information to the individual on the care of the catheter and attachments
		6.4	Demonstrate sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity

<b>Unit Title:</b>	Identify the physical health needs of individuals with mental health needs and plan appropriate actions		
<b>Unit No:</b>	A/601/9174		
<b>Level:</b>	4		
<b>GLH:</b>	35		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to identify the physical health needs of individuals with mental health needs and plan appropriate actions			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how to assess the physical health needs of individuals with mental health needs	1.1	Analyse how physical and mental health needs may be linked and may impact on one another
		1.2	Describe needs-led assessment and person-centred planning
		1.3	Describe legislation, policies and procedures that apply to the assessment process
2	Be able to carry out assessments of the physical health needs of individuals with mental health needs	2.1	Obtain <b>valid consent</b>
		2.2	Carry out an assessment of an individuals' physical health needs in line with agreed ways of working
		2.3	Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
		2.4	Explain why it is important to consider all information gathered during the assessment process as a whole
		2.5	Identify where the outcomes of the assessment require further advice, investigation or referral
3	Be able to record the outcome of assessments	3.1	Record assessments in line with <b>agreed ways of working</b>
		3.2	Explain why agreement on sharing of information with others may conflict with the wishes of the individual
		3.3	Discuss the content of the assessment records with the individual

4	Be able to plan actions needed following physical health assessments	4.1	Describe the actions that could be taken to meet the individual's needs identified by the assessment
		4.2	Identify the risks attached to various courses of action
		4.3	Plan actions to be taken in line with agreed ways of working
5	Be able to identify resources and services needed by individuals following physical health assessments	5.1	Identify the resources and/or services required by the individual as a result of the assessment
		5.2	Give an example of a situation where an individual's needs should be met even when it is difficult to secure resources
6	Be able to make referrals	6.1	Obtain and record valid consent where referral is required
		6.2	Make referrals in line with agreed ways of working
		6.3	Describe why a referral may be refused

**Unit guidance**

**Valid consent** must be in line with agreed UK country definition.

**Agreed ways of working** will include policies and procedures where these exist.

<b>Unit Title:</b>	Support families in maintaining relationships in their wider social structures		
<b>Unit No:</b>	K/601/9185		
<b>Level:</b>	3		
<b>GLH:</b>	33		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support families in maintaining relationships in their wider social structures			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the importance of social interactions and relationships for families of people with specific needs	1.1	Explain why social contacts are important and should be encouraged
		1.2	Analyse the effects of isolation
		1.3	Evaluate sources of information on social structures
2	Understand the issues surrounding discrimination	2.1	Recognise attitudes, beliefs and assumptions which can lead to stigma and discrimination
		2.2	Analyse the forms which discrimination may take
		2.3	Describe the behaviours which may be expressions of discrimination and how these may differ between different groups and in different settings
3	Be able to support families to access opportunities for social contact within their wider social structures	3.1	Engage with a family in a way that encourages trust and mutual respect
		3.2	Identify opportunities for social contact in a family's environment
		3.3	Encourage a family to seek out services within their community
		3.4	Support a family to use available services in the community
4	Be able to support families to maintain social contacts within their wider social structures	4.1	Provide opportunities for a family to express their needs for, and interests in, maintaining social contacts
		4.2	Provide a family with opportunities to discuss their experiences of maintaining relationships

		4.3	Provide a family with relevant information and support to enable them to recognise and deal constructively with stigma and discrimination
		4.4	Assist a family to overcome any problems they are experiencing in maintaining social contacts in line with organisational policies and values
		4.5	Support a family in challenging any discrimination and barriers within services in their community
		4.6	Support a family in making any transitions when services become unavailable or no longer meet their needs

<b>Unit Title:</b>	Work with families, carers and individuals during times of crisis		
<b>Unit No:</b>	F/601/9029		
<b>Level:</b>	4		
<b>GLH:</b>	35		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the skills, knowledge and understanding that a learner needs to work with families, carers and individuals during times of crisis			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis	1.1	Describe current legislation relevant to risk assessment and risk management
		1.2	Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider
		1.3	Explain the different types of support and intervention available to individuals, carer and families in times of crisis
		1.4	Explain the <b>factors</b> that influence the kinds of support offered
2	Be able to develop risk management strategies when working with individuals, carers and families in times of crisis	2.1	Assess the risk of crisis situations occurring
		2.2	Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy
		2.3	Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy
		2.4	Formulate a risk management strategy using risk assessments
		2.5	Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties
		2.6	Complete documentation in line with <b>agreed ways of working</b>
3	Be able to respond	3.1	Evaluate the seriousness and urgency of a request for action

	during times of crisis	3.2	Work with families, carers and individuals to agree the response to a crisis situation
		3.3	Record and communicate the agreed actions
		3.4	Implement agreed actions promptly in line with agreed ways of working
4	Be able to review the outcomes of requests for action during times of crisis	4.1	Explain how to conduct a valid, reliable and comprehensive review
		4.2	Review outcomes of actions taken and decisions made
		4.3	Analyse the results of the review to inform future risk management strategies and actions to be taken

### Unit guidance

**Factors** include:

- economic and social factors
- any illnesses which the individual may have
- risk-assessment
- restrictions which may apply under legislation

**Agreed ways of working** will include policies and procedures where these exist.

<b>Unit Title:</b>	Enable individuals with behavioural difficulties to develop strategies to change their behaviour		
<b>Unit No:</b>	L/601/9034		
<b>Level:</b>	3		
<b>GLH:</b>	41		
<b>Credit:</b>	8		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to enable individuals with behavioural difficulties to develop strategies to change their behaviour			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour	1.1	Describe how legislation affects policy and practice when working with <b>individuals</b> to manage their behaviour
		1.2	Describe the methods and approaches available to help an individual change their behaviour
2	Understand the factors that influence behaviour.	2.1	Explain how different factors relating to the individual can affect behaviour
		2.2	Describe the potential effects of the environment and the behaviour of others on individuals
3	Be able to work with individuals to recognise the impact of their behaviour on others	3.1	Describe why it is important to establish a professional relationship with an individual and others when working on behaviour management
		3.2	Work with individuals and <b>others</b> to gather and review information
		3.3	Support the individual and others significant to the individual to recognise their behavioural responses to different situations
		3.4	Encourage the individual to consider the impact of their behaviour
4	Be able to enable people to develop strategies for changing behavioural responses	4.1	Work with an individual to identify and agree the factors which will motivate them to change their behaviour
		4.2	Explain to an individual the positive outcomes of changing behaviours

		4.3	Support an individual to identify situations and circumstances which trigger specific behavioural responses
		4.4	Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to change
		4.5	Work with the individual to identify and agree coping strategies they are willing to use
		4.6	Support an individual to develop and practise the agreed strategies and to sustain their motivation
		4.7	Record the individual's agreement and motivation to change their behaviour in line with agreed ways of working
		4.8	List any potential barriers to progress and ways in which these barriers can be addressed
		4.9	Describe the additional advice and support available when an individual does not engage with the process
5	Be able to evaluate and review strategies for changing behavioural responses	5.1	Conduct regular reviews
		5.2	Assist the individual and others significant to the individual to evaluate the effectiveness of strategies for changing behavioural responses
		5.3	Use the positive outcomes identified through the review process to motivate the individual
		5.4	Give constructive feedback on progress
		5.5	Encourage individuals to find ways in which to sustain their behaviour change
		5.6	Record what has and has not been achieved and identify any future work required
		5.7	Report the results of the review to all those who have a right and need to receive them

**Unit guidance**

**Individual** refers to someone requiring care or support; it will usually mean the

person or people supported by the learner

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

<b>Unit Title:</b>	Help individuals address their substance use through an action plan		
<b>Unit No:</b>	J/601/9968		
<b>Level:</b>	3		
<b>GLH:</b>	28		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to help individuals address their substance use through an action plan			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the background relating to substance use to support the development of an action plan.	1.1	Understand the background relating to substance use to support the development of an action plan
		1.2	Explain the specific needs and issues of substance users
		1.3	Describe the range of behaviours that you may experience from substance users
		1.4	Describe the risks substance users may pose to themselves and others
		1.5	Explain how to minimise the risks
		1.6	Explain the implications of mental health issues in relation to substance use.
		1.7	Identify commonly used examples of substance misuse jargon/terminology
2	Be able to develop an action plan with individuals.	2.1	Provide opportunities for the individual to contribute to the development of the action plan
		2.2	Confirm that the individual understands the information provided
		2.3	Agree the process for reviewing the action plan with the individual
		2.4	Provide an action plan that reflects the current circumstances of the individual
		2.5	Record the action plan according to agreed ways of working

3	Be able to review the action plan with individuals.	3.1	Gather and record information relating to individual's progress
		3.2	Provide opportunities to review the action plan with an individual
		3.3	Identify with the individual the outcomes that have been met and those still to be achieved
		3.4	Identify and agree the next stages with the individual

<b>Unit Title:</b>	Interact with and support individuals using telecommunications		
<b>Unit No:</b>	D/616/8810		
<b>Level:</b>	3		
<b>GLH:</b>	36		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to interact with and support individuals using telecommunications			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the legal and local requirements relating to the use of telecommunications when supporting individuals	1.1	Describe the legal and local requirements and policies relevant to the functions being carried out
		1.2	Explain the rights of the individual being supported using telecommunications
2	Be able to use telecommunication technology	2.1	Use different types of telecommunication technology
		2.2	Explain how interactions may differ depending on the type of telecommunication technology used
		2.3	Respond to <b>individuals</b> according to organisational policies
		2.4	Record details of interactions in the appropriate system
3	Be able to engage with individuals using telecommunications	3.1	Engage with the individual without face to face interaction including: <ul style="list-style-type: none"> <li>➤ Providing opportunities to sustain the interaction</li> <li>➤ Providing reassurance of continued interest</li> <li>➤ Encouraging individuals to share their concerns</li> <li>➤ Responding to the individual's immediate requirements at each stage during the interaction</li> <li>➤ Recognising where anonymity may</li> </ul>

			encourage them to respond
		3.2	Provide information about the service and confirm its appropriateness to the individual
		3.3	Identify the significance of the circumstances the individual is in
		3.4	Encourage callers to provide additional information about their situation or requirements
		3.5	Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service
		3.6	Comply with legal and organisational requirements and policies relevant to the functions being carried out
4	Be able to identify and evaluate any risks or dangers for individuals during the interaction	4.1	Identify the types of risks or dangers different individuals might face
		4.2	Evaluate the implications of any risk or dangers facing an individual, including: <ul style="list-style-type: none"> <li>➤ The circumstances in which the interaction is being made</li> <li>➤ The types of problems which could occur</li> <li>➤ The significance of any signs of increased stress during interactions</li> <li>➤ Whether there are any constraints on individuals</li> <li>➤ The appropriate action to deal with any risks, dangers or problems</li> </ul>
5	Be able to terminate the interaction	5.1	Demonstrate how to end interactions including: <ul style="list-style-type: none"> <li>➤ Identifying when to close the interaction</li> <li>➤ Providing clear information to the individual on the reasons for ending the interaction</li> <li>➤ Operating to the guidelines and procedures of the organisation</li> </ul>

			➤ Explaining what further action may be taken
		5.2	Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
		5.3	Record and check the individual's demographic details
		5.4	Identify why recording and checking details might be required before ending/transferring the call

**Unit guidance**

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

<b>Unit Title:</b>	Implement the positive behavioural support model		
<b>Unit No:</b>	T/601/9738		
<b>Level:</b>	4		
<b>GLH:</b>	61		
<b>Credit:</b>	8		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to implement the positive behavioural support model			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the context of the Positive Behavioural Support model.	1.1	Explain how <b>Positive Behavioural Support</b> has been influenced by: <ul style="list-style-type: none"> <li>➤ <b>Applied Behaviour Analysis (ABA)</b></li> <li>➤ <b>Social Role Valorisation (SRV)</b></li> </ul>
		1.2	Summarise current legislation and policy guidance relating to <b>Positive Behavioural Support</b>
2	Understand the term 'challenging behaviour'.	2.1	Define the term ' <b>challenging behaviour</b> '
		2.2	Explain the reasons for the term challenging behaviour coming into use
		2.3	Analyse key <b>factors</b> that lead to a behaviour being defined as challenging
3	Understand the context in which challenging behaviour occurs.	3.1	Summarise key <b>environmental risk factors</b> for challenging behaviours
		3.2	Explain how slow and fast <b>triggers</b> contribute to challenging behaviour
		3.3	Analyse the role of <b>reinforcement</b> in maintaining behaviour
		3.4	Explain the <b>time intensity model</b>
4	Be able to contribute to the functional analysis in relation to an individual's challenging behaviour.	4.1	Describe the key components of functional analysis
		4.2	Explain the key methods of analysing behaviour
		4.3	Complete accurate records of behaviour using a <b>structured method</b>
		4.4	Identify environmental risk factors for an individual's challenging behaviour

		4.5	Identify possible slow and fast triggers for an individual's challenging behaviour
		4.6	Identify factors that may contribute to reinforcement of an individual's challenging behaviour
		4.7	Evaluate the importance of <b>functional analysis</b> in effective person centred behavioural intervention for individuals
5	Understand the key characteristics of Positive Behavioural Support.	5.1	Describe the key characteristics of Positive Behavioural Support
		5.2	Explain the role within Positive Behavioural Support of: <ul style="list-style-type: none"> <li>➤ <b>Primary prevention</b> strategies</li> <li>➤ <b>Secondary prevention</b> strategies</li> <li>➤ <b>Non aversive reactive</b> strategies</li> </ul>
		5.3	Explain the importance of social validity in the Positive Behavioural Support model
6	Be able to implement primary prevention strategies.	6.1	Summarise the key primary prevention strategies
		6.2	Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice
		6.3	Explain the importance of effective communication and <b>positive interaction</b> in primary prevention for individuals
		6.4	Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity
		6.5	Use effective communication with an individual to promote positive behaviour
		6.6	Evaluate the <b>social validity</b> of an agreed primary prevention strategy for an individual
7	Be able to use a person centred	7.1	Explain how <b>Active Support</b> can help prevent challenging behaviour by improving an individual's quality of life

	approach to develop plans that promote participation.	7.2	Analyse the role of structure and daily planning in primary prevention for individuals
		7.3	Review an individual's daily activities to identify areas for increasing participation and choice
		7.4	Review an individual's routine to identify opportunities for increasing participation and choice
		7.5	Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task
		7.6	Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities
8	Be able to implement secondary prevention strategies.	8.1	Summarise key secondary prevention strategies
		8.2	Explain when secondary prevention strategies should be used with individuals
		8.3	Identify early warning signs of behavioural agitation in an individual
		8.4	Identify possible secondary prevention strategies that may be used with an individual
		8.5	Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
9	Be able to implement non aversive reactive strategies.	9.1	Explain when reactive strategies should be used with individuals
		9.2	Describe the key characteristics and types of reactive strategies
		9.3	Assess the risks in the use of reactive strategies
		9.4	Identify possible reactive strategies that may be used for an individual

		9.5	Implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
		9.6	Establish an individual's preferred <b>post-incident support</b>
		9.7	Identify own preferred post-incident support
10	Be able to understand and implement Positive Behavioural Support Plans.	10.1	Explain the purpose and importance of <b>Positive Behaviour Support Plans</b> for individuals
		10.2	Identify the key components of a Positive Behaviour Support Plan for individuals
		10.3	Implement agreed procedures in an individual's Positive Behavioural Support Plan
		10.4	Contribute to the review of an individual's Positive Behavioural Support Plan

### Unit guidance

#### Positive Behavioural Support

An approach to supporting individuals who challenge that combines the technology of Applied Behaviour Analysis with the values base of Social Role Valorisation and the individualised focus of Person-Centred Planning.

**Applied Behaviour Analysis (ABA)** A scientific process of examining what causes and maintains behaviour, in order to bring about positive change.

**Social Role Valorisation (SRV)** Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.

**Challenging behaviour** may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive

**Factors** that lead to behaviour being defined as challenging may include:

- culture
- competence and capacity of settings
- social norms
- frequency, intensity and duration of the behaviour
- ability to communicate effectively

**Environmental risk factors** will include features that are physical or social, such as:

- uncomfortable levels of stimulation (e.g. too busy, boring)
- institutional-style setting (e.g. block treatment, rigid routines)
- poor service organisation (e.g. inexperienced carers)
- inappropriate social environment (e.g. overly restrictive, limited choice)
- environmental pollutants (e.g. temperature, noise levels)

**Triggers** are factors that make challenging behaviours more likely to occur. They include:

- Slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed
- Fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate

**Reinforcement** strengthens behaviour and is of two types – positive and negative. Positive reinforcement works because individuals gain access to things or events that they like or want, while negative reinforcement works because individuals get rid of things that they don't like.

**Time intensity model** The stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.

**Functional analysis** The process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures.

**Structured methods** Measures for monitoring and recording behaviour; may include:

- ABC charts
- scatterplots
- incident forms
- behaviour-monitoring forms
- direct observation

**Primary prevention** Proactive strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.

**Secondary prevention** Strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

**Non-aversive reactive strategies** are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

**Positive interaction** concerns the performance of those supporting an individual. It consists of providing different levels of help, breaking activities into manageable steps; and positive reinforcement to promote participation.

**Social validity** refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

**Active support** A person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

**Post-incident support** may include:

- Emotional support
- Time away from the setting
- First aid
- Quiet time
- Space
- Temporary redeployment
- Additional training
- Personal reflection
- Counselling

- Opportunity to express feelings

**Positive Behaviour Support Plan** A document containing the key information that those who support individuals with challenging behaviour must have, in order to provide consistent support on a daily basis

<b>Unit No:</b>	L/601/9549		
<b>Level:</b>	3		
<b>GLH:</b>	32		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support positive risk taking for individuals			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the importance of risk taking in everyday life	1.1	Explain ways in which risk is an integral part of everyday life
		1.2	Explain why individuals may have been discouraged or prevented from taking risks
		1.3	Describe the links between risk-taking and responsibility, empowerment and social inclusion
2	Understand the importance of a positive, person-centred approach to risk assessment	2.1	Explain the process of developing a positive <b>person-centred approach</b> to risk assessment
		2.2	Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
		2.3	Explain how a service focused approach to risk assessment would differ from a person-centred approach
		2.4	Identify the consequences for individuals of a service focused approach to risk-assessment
3	Understand the legal and policy framework underpinning an individual's right to make decisions and take risks	3.1	Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
		3.2	Describe how a human rights based approach supports an individual to make decisions and take risks
4	Be able to support individuals to make	4.1	Support an individual to recognise potential risk in different areas of their life

	decisions about risks	4.2	Support the individual to balance choices with their own and others' health, safety and wellbeing
		4.3	Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks
		4.4	Record all discussions and decisions made relating to supporting the individual to take risks
5	Be able to support individuals to take risks	5.1	Complete a risk assessment with an individual following agreed ways of working
		5.2	Communicate the content of the risk assessment to <b>relevant others</b>
		5.3	Support the individual to take the risk for which the assessment has been completed
		5.4	Review and revise the risk assessment with the individual
		5.5	Evaluate with the individual how taking the identified risk has contributed to their well being
6	Understand duty of care in relation to supporting positive risk-taking	6.1	Explain how the principle of duty of care can be maintained while supporting individuals to take risks
		6.2	Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger

### Unit guidance

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

A **person-centred approach** involves listening, thinking together, coaching, sharing ideas, and seeking feedback from the individual

**Relevant others** may include:

- Parent/s
- Carer

➤ Those with parental responsibility

<b>Unit Title:</b>	Support individuals to maintain personal hygiene		
<b>Unit No</b>	K/601/9963		
<b>Level:</b>	2		
<b>GLH:</b>	17		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals to maintain personal hygiene			
<b>Learning Outcome</b> The learner will:		<b>Assessment Criterion</b> The learner can:	
1	Understand the importance of good personal hygiene	1.1	Explain why personal hygiene is important
		1.2	Describe the effects of poor personal hygiene on health and well-being
2	Be able to support individuals to maintain personal hygiene	2.1	Support an individual to understand factors that contribute to good personal hygiene
		2.2	Address personal hygiene issues with the individual in a sensitive manner without imposing own values
		2.3	Support the individual to develop awareness of the effects of poor hygiene on others
		2.4	Support the preferences and needs of the individual while maintaining their independence
		2.5	Describe how to maintain dignity of an individual when supporting intimate personal hygiene
		2.6	Identify risks to own health in supporting an individual with personal hygiene routines
		2.7	Reduce risks to own health when supporting the individual with personal hygiene routines
		2.8	Identify others who may be involved in supporting the individual to maintain personal hygiene
3	Understand when poor hygiene may be an	3.1	Identify underlying personal issues that may be a cause of poor personal hygiene

indicator of other underlying personal issues	3.2	Describe how underlying personal issues might be addressed
	3.3	Report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle

<b>Unit Title:</b>	Support person-centred thinking and planning		
<b>Unit No:</b>	A/601/7215		
<b>Level:</b>	3		
<b>GLH:</b>	41		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding to support person-centred thinking and planning			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the principles and practice of person-centred thinking, planning and reviews.	1.1	Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning
		1.2	Explain the benefits of using person-centred thinking with individuals
		1.3	Explain the beliefs and values on which person-centred thinking and planning is based
		1.4	Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning
		1.5	Explain how person-centred thinking tools can form the basis of a person-centred plan
		1.6	Describe the key features of different styles of person-centred planning and the contexts in which they are most useful
		1.7	Describe examples of person-centred thinking tools, their purpose, how and when each one might be used
		1.8	Explain the different ways that one page profiles are used
2	Understand the context within which person-centred thinking and planning takes place.	2.1	Interpret current policy, legislation and guidance underpinning person-centred thinking and planning
		2.2	Analyse the relationship between person-centred planning and the commissioning and delivery of services

		2.3	Describe how person-centred planning and person-centred reviews influence strategic commissioning
		2.4	Explain what a person-centred team is
		2.5	Explain how person-centred thinking can be used within a team
		2.6	Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation
		2.7	Describe the role of the manager in implementing person-centred thinking and planning
		2.8	Explain how this relates to the role of a facilitator
3	Understand own role in person-centred planning	3.1	Explain the range of ways to use person-centred thinking, planning and reviews in own role: <ul style="list-style-type: none"> <li>➤ With individuals</li> <li>➤ As a team member</li> <li>➤ As part of an organisation</li> </ul>
		3.2	Explain the different person-centred thinking skills required to support individuals
		3.3	Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
		3.4	Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome
4	Be able to apply person-centred planning in relation to own life.	4.1	Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working
		4.2	Describe what other person-centred thinking tools would be useful in own life
		4.3	Evaluate which person-centred thinking tools could be used to think more about own community connections
		4.4	Evaluate which person-centred thinking tools or person-centred planning styles

			could be used to think more about own future aspirations
5	Be able to implement person-centred thinking, planning and reviews.	5.1	Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams
		5.2	Show that the plan and process are owned by individual
		5.3	Demonstrate how person-centred thinking tools can be used to develop a person-centred plan
		5.4	Use information from a person-centred review to start a person-centred plan
		5.5	Use person-centred thinking to enable individuals to choose those who support them
		5.6	Support the individual and others involved to understand their responsibilities in achieving actions agreed
		5.7	Demonstrate a successful person-centred review

<b>Unit Title:</b>	Promote active support		
<b>Unit No:</b>	D/601/7353		
<b>Level:</b>	3		
<b>GLH:</b>	36		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding of promoting active support			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how active support translates values into person-centred practical action with an individual	1.1	Compare the characteristics associated with active support and the hotel model in relation to an individual's support
		1.2	Identify practical changes that could be made within a service setting to: <ul style="list-style-type: none"> <li>➤ Promote an individual's independence</li> <li>➤ Support informed choices</li> <li>➤ Improve quality of life</li> </ul>
2	Be able to interact positively with individuals to promote participation	2.1	Assess the levels of help an individual would need to participate in a range of new activities
		2.2	Use task analysis to break a range of new activities into manageable steps for an individual
		2.3	Evaluate different ways of positively reinforcing an individual's participation in a range of new activities
		2.4	Demonstrate positive interaction with an individual to promote successful participation in a range of new activities
3	Be able to develop and implement person-centred daily plans to promote participation	3.1	Develop daily plans with the individual and others to ensure a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement
		3.2	Support the implementation of daily plans that promote an individual's participation in a range of activities
		3.3	Review and revise an individual's daily

			plan with the individual and others to increase the opportunities for participation
4	Be able to use person-centred records to evaluate an individual's participation in activities	4.1	Develop a person-centred record to monitor an individual's participation in activities
		4.2	Review an individual's participation in activities to assess changes over time
		4.3	Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle
		4.4	Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life

<b>Unit Title:</b>	Support individuals with a learning disability to access healthcare		
<b>Unit No</b>	J/601/8657		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding to support individuals with a learning disability to access healthcare			
1	Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	1.1	Describe what is meant by a rights based approach to accessing healthcare
		1.2	Outline the main points of legislation that exists to support a rights based approach
		1.3	Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision
		1.4	Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance
		1.5	Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities
2	Understand the function of different healthcare services that an individual with learning disabilities may need to access	2.1	Explain the work of healthcare services that an individual with learning disabilities may need to access
		2.2	Explain how an individual can access each type of healthcare service
3	Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access	3.1	Describe the role and responsibility of professionals working in different types of healthcare services
4	Understand how plans for healthcare and regular health checks	4.1	Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities

	underpin long-term health and well-being for individuals with learning disabilities	4.2	Explain the range of health checks available to individuals to support good health and well being
		4.3	Explain the importance of routine healthcare checks
5	Be able to complete and review plans for healthcare	5.1	Identify who needs to be involved in the process of completing and reviewing plans for healthcare
		5.2	Complete plans for healthcare with an individual or significant others if appropriate
		5.3	Review plans for healthcare with an individual or significant others if appropriate
6	Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services	6.1	Describe barriers to accessing healthcare services that an individual with learning disabilities may experience
		6.2	Explain ways to overcome barriers to accessing healthcare services
		6.3	Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services
7	Be able to support an individual with learning disabilities when accessing a variety of healthcare services	7.1	Use a person-centred approach to support an individual to access healthcare services
		7.2	Provide accessible information related to healthcare to individuals
		7.3	Work with others when supporting an individual to access healthcare services
		7.4	Support individuals in a range of practical healthcare situations
		7.5	Support the individual to make safe choices with regard to treatments and medication
		7.6	Record details of a healthcare visit in a format that an individual with learning disabilities can understand
		7.7	Identify an individual's needs to healthcare professionals to ensure that the service can be accessed

<b>Unit Title:</b>	Support young people with a disability to make the transition into adulthood		
<b>Unit No</b>	F/602/0049		
<b>Level:</b>	3		
<b>GLH:</b>	40		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support young people with a disability to make the transition into adulthood			
<b>Learning Outcome</b> The learner will:		<b>Assessment Criterion</b> The learner can:	
1	Understand the steps and stages of moving from childhood into adulthood	1.1	Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood
		1.2	Explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities
		1.3	Explain how culture may impact on the process of moving from childhood into adulthood
		1.4	Explain theories about change and how this can affect a young person with a disability
2	Understand how having a disability may affect the process of moving from childhood into adulthood	2.1	Explain, giving examples, the potential effects of the transition process on young people with disabilities and their <b>families</b>
		2.2	Identify challenges young people with a disability might have in understanding and coping with change
		2.3	Outline the methods that can be used to support a young person with a disability to cope with changes
		2.4	Explain how <b>legislation and local and national practice guidelines</b> affect the planning of the transition for a young person with a disability from childhood into adulthood
		2.5	Describe the legislation that affects the right of a young person with a disability to make decisions about their life

3	Know the options for supporting a young person who has a disability to make the transition into adulthood	3.1	Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability
		3.2	Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
		3.3	Explain how personal budgets can be used with young people in transition
4	Be able to support a young person with a disability through transition into adulthood	4.1	Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
		4.2	Support a young person to explore options for their future
		4.3	Use <b>person-centred thinking</b> to identify with the young person their needs and aspirations
		4.4	Use person-centred thinking to develop with the young person a plan to support them through transition
		4.5	Involve families in the transition process according to the wishes of the young person
		4.6	Identify ways to provide <b>resources</b> to meet needs
		4.7	Explain the role of <b>key agencies and professionals</b> likely to be involved in the transition process
		4.8	Outline possible areas of tension and conflict that may arise during the transition into adulthood
5	Be able to support a young person to reflect on the transition	5.1	Use <b>person-centred approaches</b> with the young person to review their transition plan and ensure it reflects their needs
		5.2	Support a young person to record the transition and what has happened in their life in order to plan for the future

### Unit guidance

**Families** may also include others significant to the young person such as guardians, carers, friends, partners etc

**Legislation and local and national practice guidelines** – current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood

**Options** – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc

**Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them

**Resources** may include personal budgets, conventional services, support of family and friends

**Key agencies and professionals** – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists, Citizens Advice etc

**Person-centred approaches** – in England this will include person-centred transition plans

<b>Unit Title:</b>	Support parents with disabilities		
<b>Unit No</b>	K/601/7047		
<b>Level:</b>	3		
<b>GLH:</b>	43		
<b>Credit:</b>	6		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support parents with disabilities			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the legislative and policy frameworks that underpins good practice in the support of parents with disabilities	1.1	Outline the policy, legislation and guidance relevant to supporting individuals with disabilities to have children and bring them up in a safe and nurturing environment
		1.2	Explain the statutory responsibilities placed on organisations towards families and children who are in need
2	Understand the support parents with disabilities may need	2.1	Explain the support provided by adults and children's services to a family receiving support from both
		2.2	Explain the ways in which independent advocates can play an important role in the support of parents with disabilities
		2.3	Explain the benefits of providing support to families at the earliest stage possible
3	Be able to support parents with disabilities	3.1	Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support
		3.2	Develop flexible support strategies to meet families' needs at the different stages of the child's development
		3.3	Implement support strategies to meet families' need
		3.4	Evaluate support strategies to ensure they continue to meet the needs of the family
4	Be able to support individuals with disabilities to overcome the barriers	4.1	Analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need'

	they may face in becoming parents and bringing up children	4.2	Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities
		4.3	Support individuals with disabilities to overcome barriers to successful parenting
		4.4	Support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances
5	Be able to develop positive working relationships with parents with disabilities	5.1	Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have
		5.2	Use evidence based approaches in developing positive relationships with parents with disabilities
6	Be able to work in partnership with other workers, different services and informal support networks	6.1	Plan how to involve relevant services to support parents with disabilities and/or their children
		6.2	Access relevant services to support parents with disabilities and/or their children
		6.3	Demonstrate ways of helping to create, enhance and work with informal support networks
7	Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child	7.1	Explain own role and responsibilities in relation to safeguarding children
		7.2	Identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary
		7.3	Describe the action to take in response to any concerns regarding safeguarding children
		7.4	Explain the types of support the child may need in his/her own right

		7.5	Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures
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<b>Unit Title:</b>	Support individuals with self-directed support		
<b>Unit No</b>	J/602/0053		
<b>Level:</b>	3		
<b>GLH:</b>	35		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals with self-directed support			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand self-directed support	1.1	Explain the principles underpinning <b>self-directed support</b> and how this differs from traditional support
		1.2	Explain the benefits of an <b>individual</b> having self-directed support
		1.3	Explain how <b>legislation, policy or guidance</b> underpin self-directed support
		1.4	Explain what the following terms mean: <ul style="list-style-type: none"> <li>➤ Indicative allocation</li> <li>➤ Supported self-assessment</li> <li>➤ Support plan</li> <li>➤ Outcome focused review</li> </ul>
		1.5	Outline the possible barriers to self-directed support
2	Understand how to support individuals to direct their own support and develop their support plan	2.1	Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported
		2.2	Explain how individuals can direct their own support if they do not have a personal budget
		2.3	Explain how person-centred planning can be used to inform a support plan
		2.4	Explain the roles of others who can assist individuals in developing their support plan

		2.5	Describe different ways that individuals can develop a support plan
		2.6	Describe a range of <b>person-centred thinking tools</b> that can be used to help individuals think about different ways they can spend their personal budget
		2.7	Describe what might be included in the costings for a support plan
3	Understand the different ways that individuals can use their personal budget	3.1	Explain the different ways that individuals can use their personal budget to buy support
		3.2	Research innovative ways that individuals can spend their personal budget other than buying social care services
		3.3	Explain what restrictions may be imposed on personal budgets
		3.4	Describe the criteria that are used to sign off a support plan
		3.5	Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe
4	Be able to support individuals to direct their support	4.1	Support an individual to express what is important to them in how they want to be supported in the future
		4.2	Use person-centred thinking tools to support an individual to have maximum choice and control in their life
		4.3	Use person-centred thinking tools to support an individual to develop their support plan
		4.4	Support an individual to identify any others who could work with them to develop their support plan
5	Be able to support individuals to use their personal budget in different ways	5.1	Support an individual to understand the different ways they could develop their support plan
		5.2	Support an individual to understand what restrictions may be imposed on their personal budget

		5.3	Support an individual to think about different options for spending their personal budget
		5.4	Demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget
6	Be able to support individuals with an outcome-focused review	6.1	Explain the process of an outcome-focused review
		6.2	Support an individual to prepare for an outcome-focused review
		6.3	Support an individual to be at the centre of the review process

### Unit guidance

**Self-directed support** – puts the person in need of support in control of that support

**Legislation, policy or guidance** – refers to any current legislation or guidance around this area

An **individual** is someone requiring care or support

**Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them

**Others** may include:

- Families, friends or carers
- Social workers
- Brokers
- Peer support
- Voluntary user-led organisations
- Independent support brokerage

**Person-centred thinking tools** include:

- Important to/for (recorded as a one-page profile)
- Working/not working
- The doughnut
- Matching staff
- Relationship circle

- Communication charts
- Plus 1 questions
- Citizenship tool
- Decision-making agreement
- Presence to contribution
- Dreaming
- Community-connecting related tools
  - Who am I? my gifts and capacities
  - hopes and fears
  - mapping our network
  - passion audit
  - capacity mapping
  - Who am I – my places

<b>Unit Title:</b>	Work with other professionals and agencies to support individuals with a physical disability		
<b>Unit No</b>	Y/601/6170		
<b>Level:</b>	3		
<b>GLH:</b>	23		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that learners			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the contribution that other professionals and agencies can make to support individuals with physical disabilities	1.1	Describe circumstances when it would be important to involve other professionals
		1.2	Explain the different referral processes to gain the support of other professionals
		1.3	Describe provision from across specialist agencies
		1.4	Analyse the impact specialist agencies have on providing a wider menu of services for the individual
		1.5	Describe the values and skills which underpin joint working with other professionals and agencies
2	Be able to assess the needs of individuals with physical disabilities for inclusive social care provision	2.1	Assess when an individual's needs requires input from other agencies and professionals
		2.2	Give the individual information about provision options so that informed choices can be made
		2.3	Agree with the individual what they hope to achieve through referral to another agency and/or professional
		2.7	Describe what might be included in the costings for a support plan
3	Be able to demonstrate partnership working	3.1	1 Make a referral to other professionals and/or agencies in the agreed way
		3.2	Use verbal and written communication skills in making the individual's needs and wishes known

		3.3	Work in partnership with other agencies and or professionals to support the individual to meet their needs
		3.4	Evaluate the outcomes for the individual of partnership working
		3.5	Document the work carried out with other professionals and or agencies

**Unit guidance**

**Individual** – the individual with the physical disability Quality of life - Access to a range of activities and opportunities which enables the individual to value themselves and feel valued by others

**Professionals**

- Physiotherapist
- Occupational Therapist
- Nurse
- GP
- Social Worker
- Dietician
- Speech and Language Therapist

**Agencies** - this can include:

Agencies specific to individual conditions e.g. MS, Spina Bifida, etc with the aim of educating, advocating and lobbying.

They can also include more generic agencies which provide services i.e. supported living in the community, personal care, support with direct payments, advice re: benefits etc.

<b>Unit Title:</b>	Work with other professionals and agencies to support individuals with physical disabilities		
<b>Unit No:</b>	K/601/6190		
<b>Level:</b>	3		
<b>GLH:</b>	23		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of working with other professionals and agencies to support individuals with physical disabilities			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the contribution that other professionals and agencies can make to support individuals with physical disabilities	1.1	Describe circumstances when it would be important to involve other professionals
		1.2	Explain the different referral processes to gain the support of other professionals
		1.3	Describe provision from across specialist agencies
		1.4	Analyse the impact specialist agencies have on providing a wider menu of services for the individual
		1.5	Describe the values and skills which underpin joint working with other professionals and agencies
2	Be able to assess the needs of individuals with physical disabilities for inclusive social care provision	2.1	Assess when an individual's needs require input from other agencies and professionals
		2.2	Give the individual information about provision options so that informed choices can be made
		2.3	Agree with the individual what they hope to achieve through referral to another agency and/or professional
3	Be able to demonstrate partnership working	3.1	Make a referral to other professionals and/or agencies in the agreed way
		3.2	Use verbal and written communication skills in making the individual's needs and wishes known
		3.3	Work in partnership with other agencies and or professionals to support the individual to meet

			their needs
		3.4	Evaluate the outcomes for the individual of partnership working
		3.5	Document the work carried out with other professionals and or agencies

<b>Unit Title:</b>	Support families who are affected by Acquired Brain Injury		
<b>Unit No:</b>	M/601/5817		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of supporting families who are affected by acquired brain injury			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state	1.1	Explain the impact on family of caring for an individual in a minimally responsive or vegetative state
		1.2	Describe how theories of loss and grief provide a framework for practice
		1.3	Describe the long term adjustments families and friends may need to make
2	Understand the long term effects of acquired brain injury on family	2.1	Explain the emotional impact of acquired brain injury on families
		2.2	Compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury
		2.3	Describe the socio-economic impact on the family of the long term effects of acquired brain injury
		2.4	Explain the impact on families of personality changes in the individual
		2.5	Describe changes that may occur in relationships as a result of acquired brain injury
3	Understand legislation that is relevant to carers of an individual effected by	3.1	Identify legislation and policy specific to carers
		3.2	Explain the key principles within legislation and policy which are applicable to carers of an individual
		3.3	Outline the obligations on social care

	acquired brain injury		organisations as a result of legislation
4	Be able to assess the support required by families who hold the primary caring role	4.1	Assess with primary carers the support they require
		4.2	Agree with the primary carer a plan of support
		4.3	Identify support which can best be provided by others
		4.4	Report where there are unmet needs
5	Be able to work in partnership with other professionals and agencies	5.1	Explain the role of other professionals and agencies working with individuals with acquired brain injury
		5.2	Work in partnership with other professionals and agencies to support families
		5.3	Evaluate outcomes for families of partnership working

<b>Unit Title:</b>	Support families who have a child with a disability		
<b>Unit No</b>	D/601/5750		
<b>Level:</b>	3		
<b>GLH:</b>	23		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding required to support families who have a child with a disability			
1	Understand the impact on a family of having a child with a disability	1.1	Describe the emotional impact that a diagnosis can have on families
		1.2	Explain how the impact of having a child with a disability can be rewarding and/or challenging
		1.3	Explain the emotional experience that families may have after diagnosis, using theories of loss
		1.4	Explain how having a child with a disability may affect interpersonal relationships within a family
		1.5	Identify the changes that may need to be made to family life, social life, work and accommodation
		1.6	Explain why it is important for family members to have opportunities to explore feelings and experiences
2	Be able to support families who have a child with a disability	2.1	Establish with the family the support they require
		2.2	Work with the family to identify different ways that needs can be met
		2.3	Support family members to discuss feelings and experiences related to having a child with a disability
3	Be able to support families with a child with a disability to use informal networks and community resources	3.1	Explain what informal networks and community resources there are for children with disabilities and their families
		3.2	Give information to a family about community resources and informal networks to enable them to make choices
		3.3	Support a family to use community resources and informal networks

4	Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1	Identify support and resources that a child with a disability may need
		4.2	Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability
		4.3	Provide information to a family about professionals and agencies that may provide support
		4.4	Identify when referrals should be made to other professionals and/or agencies
		4.5	Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability
		4.6	Review the outcomes for the family of partnership working
		4.7	Identify and report any additional support required by the family

<b>Unit Title:</b>	Promote effective communication with individuals with sensory loss		
<b>Unit No</b>	A/616/8815		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the learners knowledge and understanding to enable them to promote effective communication with individuals with sensory loss			
1	Understand the importance of effective two way communication	1.1	Identify the features of two way communication
		1.2	Explain why two way communication is important for individuals with <b>sensory loss</b>
		1.3	Explain how own role can impact on the dynamics of two way communication with individuals with sensory loss
2	Understand different methods that can support communication with individuals with sensory loss	2.1	Research the different methods that are used to support communication with individuals with sensory loss
		2.2	Identify the characteristics of communication that is not based on formal language systems
3	Be able to support the individual with communication	3.1	Agree with an individual and / or others preferred methods of communication.
		3.2	Prepare the environment to facilitate effective communication
		3.3	Use agreed methods of communication with an individual
		3.4	Check the effectiveness of communication with the individual throughout the interaction
4	Evaluate the effectiveness of methods of communication used to support an individual with sensory	4.1	Evaluate the effectiveness of the use of agreed methods of communication with an individual and / or others
		4.2	Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills

	loss	4.3	Make suggestions to improve the use of agreed methods of communication to individuals and / or others
		4.4	Reflect on own practice on the use of agreed methods of communication
		4.5	Adapt own practice to meet the needs of the individual

**Unit guidance**

**Sensory loss** could include:

- Sight loss
- Hearing loss
- Deafblindness

<b>Unit Title:</b>	Support individuals with multiple conditions and/or disabilities		
<b>Unit No</b>	A/601/5190		
<b>Level:</b>	3		
<b>GLH:</b>	31		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding to support individuals with multiple conditions and/or disabilities			
1	Understand the impact of multiple conditions and/or disabilities on individuals	1.1	Describe possible multiple conditions and/or disabilities that individuals may have
		1.2	Explain how <b>multiple conditions and/or disabilities</b> may have an additional impact on the individual's <b>well-being</b> and quality of life
		1.3	Explain how multiple conditions and/or disabilities may impact on individuals opportunity to participate in a range of <b>activities</b>
2	Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1	Describe own role in supporting the well-being of individuals with multiple conditions and/or disabilities
		2.2	Explain the steps to take when actions may be outside of the scope of own role and responsibilities
3	Understand the support available for individuals with multiple conditions and/or disabilities	3.1	Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area
		3.2	Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities
		3.3	Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities
		3.4	Explain the importance of <b>informal networks</b> in providing support to individuals with multiple conditions and/or disabilities
4	Be able to assist individuals with	4.1	Support an individual to identify needs and preferences

	multiple conditions and/or disabilities	4.2	Identify any resources or specialist equipment that may be required to support an individual to engage in activities
		4.3	Support an individual to engage in activities that meet their needs and preferences
5	Be able to evaluate the support provided to an individual to engage in activities	5.1	Review with the individual and/or <b>others</b> , how well the activities have met the identified needs and preferences
		5.2	Reflect on own support to an individual to engage in activities
		5.3	Explain where additional advice, guidance or support can be accessed to improve own practice
		5.4	Adapt own practice to support the needs of the individual

### Unit guidance

**Multiple conditions and/or disabilities** could include a combination of factors relating to:

- Sensory loss
- Physical health
- Mental health
- Physical disability
- Learning difficulty/disability
- Emotional health

**Wellbeing**, e.g.

- Emotional
- Psychological
- Physical activities could include:
  - Education
  - Employment
  - Leisure activities
  - Social activities
  - Household or domestic tasks

**Informal networks** could include:

- Family

- Friends
- Neighbours
- Special interest groups

**Others** could include:

- Other professionals
- Carers/family members
- Advocates
- Colleagues

<b>Unit Title:</b>	Support individuals in the use of assistive technology		
<b>Unit No:</b>	J/601/3541		
<b>Level:</b>	4		
<b>GLH:</b>	32		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding to support individuals in the use of assistive technology			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the range, purpose and effectiveness of assistive technology available to support individuals	1.1	Research the range and purpose of assistive technology that is available to support individuals in own area of work
		1.2	Investigate the effectiveness of the most commonly used assistive technology in own area of work
		1.3	Explain how assistive technology can have a positive impact on the <b>well-being</b> and quality of life of individuals
2	Be able to support the selection of assistive technology with individuals	2.1	Explain own role and the roles of <b>others</b> in the provision of assistive technology for individuals
		2.2	Support an individual to access specialist information and support about assistive technology
		2.3	Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
		2.4	Support an individual to select assistive technology to meet their needs and preferences
3	Be able to support the use of assistive technology aids with an individual	3.1	Prepare the environment to support the use of assistive technology with an individual
		3.2	Support the use of assistive technology following instructions or guidelines within boundaries of own role
		3.3	Record the use of assistive technology

			following procedures or agreed ways of working
		3.4	Explain when and to whom referrals for maintenance or repair would be made
4	Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes	4.1	Review the effectiveness of assistive technology against identified outcomes with individuals and / or others
		4.2	Provide feedback to others on the use of assistive technology
		4.3	Revise plans to use assistive technology to achieve identified outcomes with individuals and / or others
		4.4	Evaluate own practice in using assistive technology to meet identified outcomes
		4.5	Adapt own practice to support the needs of the individual

**Unit guidance**

**Wellbeing**, e.g.

- Emotional
- psychological
- physical

**Others** could include:

- Other professionals
- Carers/family members
- Advocates
- Colleagues

<b>Unit Title:</b>	Support the assessment of individuals with sensory loss		
<b>Unit No</b>	R/601/3543		
<b>Level:</b>	3		
<b>GLH:</b>	22		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding to support the assessment of individuals with sensory loss			
1	Understand the range and purpose of assessment available to individuals with sensory loss	1.1	Identify the different types of assessment available to individuals with sensory loss
		1.2	Outline the purpose of the different types of assessment available to individuals with sensory loss
		1.3	Discuss the importance of holistic assessment for individuals with sensory loss
		1.4	Explain the term 'eligibility criteria' in relation to the assessment of individuals with sensory loss
2	Understand own role and role of others in relation to the assessment of individuals with sensory loss	2.1	Describe the scope of own role and responsibilities in supporting the assessment of individuals with sensory loss
		2.2	Identify the range and roles of others involved in the assessment of individuals with sensory loss
		2.3	Explain the responsibility of self and others in involving individuals with sensory loss with their assessment
3	Be able to support the assessment of individuals with sensory loss	3.1	Support the active participation of the individual in shaping the assessment process
		3.2	Explain the importance of using both formal and informal methods to gather information for assessments
		3.3	Agree areas of assessment that will require own input with others
		3.4	Contribute to the assessment within boundaries of own role
		3.5	Observe and record agreed areas for assessment in line with work setting procedures or agreed ways of working

		3.6	Provide records to others to support an assessment of an individual with sensory loss adhering to confidentiality agreements and data protection
4	Be able to recognise the impact of assessment on the service delivery and an individual's well-being and quality of life	4.1	Discuss with an individual how the outcomes of an assessment have impacted on their well-being and quality of life
		4.2	Evaluate how an assessment has had an impact on own practice and service delivery
		4.3	Reflect how own practice has been adapted following assessment of an individual with sensory loss

<b>Unit Title:</b>	Support the promotion of awareness of sensory loss		
<b>Unit No</b>	K/616/8812		
<b>Level:</b>	3		
<b>GLH:</b>	23		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding to support the promotion of awareness of sensory loss			
1	Understand the importance of promoting awareness of sensory loss	1.1	Explain why it is important to promote awareness of <b>sensory loss</b> for: <ul style="list-style-type: none"> <li>➤ Individuals</li> <li>➤ Service provision</li> <li>➤ Societal perceptions and attitudes</li> </ul>
2	Understand the role played by self and others in promoting awareness of sensory loss	2.1	Outline own role in promoting awareness of sensory loss
		2.2	Outline the roles of <b>others</b> who may play a part in promoting the awareness of sensory loss
		2.3	Establish the role that individuals play in promoting awareness of sensory loss
3	Be able to provide information that promotes awareness of sensory loss	3.1	Support the range of information and resources available in relation to sensory loss
		3.2	Research evidence based best practice in relation to sensory loss
		3.3	Provide others with information on evidence based best practice relevant to own service area
4	Be able to use information to promote awareness of sensory loss	4.1	Use information, resources or evidence based best practice to improve support provided to individuals with sensory loss by self and others
		4.2	Establish the extent of changes that result from providing information and intelligence about evidence based practice resources
<b>Unit guidance</b>			
<b>Sensory loss</b> could include:			

- Sight loss
- Hearing loss
- Deafblindness

**Others** could include:

- Other professionals
- Carers/family members
- Advocates
- Colleagues

<b>Unit Title:</b>	Support individuals to access education, training or employment		
<b>Unit No:</b>	H/601/3546		
<b>Level:</b>	4		
<b>GLH:</b>	31		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals to access education, training or employment			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the value of engagement in training, education or employment for individuals	1.1	Explain why engagement in education, training or employment opportunities can have a positive impact on the well-being and quality of life of individuals
2	Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1	Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
		2.2	Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment
		2.3	Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities
3	Understand the support available to individuals accessing education, training or employment	3.1	Identify the range of agencies that provide support to individuals accessing education, training or employment
		3.2	Clarify the support provided by the various agencies
4	Be able to support an individual to identify and access education, training or employment that meet needs and preferences	4.1	Work with individuals to identify the education, training or employment opportunities taking account of their: <ul style="list-style-type: none"> <li>➤ Aspirations</li> <li>➤ Skills and abilities</li> <li>➤ Interests</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Experience</li> <li>➤ Qualifications</li> <li>➤ Support needs</li> <li>➤ Preferred career pathway</li> <li>➤ Personal circumstances</li> <li>➤ Language / communication needs</li> </ul>
		4.2	Work with the individual and / or others to source accessible information on education, training or employment opportunities
		4.3	Support the individual to select preferred education, training or employment
		4.4	Support the individual to complete applications to access education, training or employment
		4.5	Support the individual to prepare for interview or selection for education, training or employment
5	Be able to support individuals to undertake education, training or employment	5.1	Outline own role and role of others in providing support to an individual to undertake education, training or employment
		5.2	Work with the individual and / or others to identify assistive technology; resources and support that may be needed to undertake education, training or employment
6	Be able to evaluate engagement in education, training or employment	6.1	Review with the individual and / or others how well the education, training or employment opportunity has met expectations and identified outcomes
		6.2	Review with the individual and / or others the continued support required to undertake education, training or employment
		6.3	Agree with the individual and / or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

<b>Unit Title:</b>	Enable individuals to negotiate environments		
<b>Unit No:</b>	R/601/5180		
<b>Level:</b>	3		
<b>GLH:</b>	34		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to enable individuals to negotiate environments			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the factors that may impact on an individual being able to negotiate their environments	1.1	Analyse how a range of <b>conditions and/or disabilities</b> may impact on individuals being able to negotiate environments
		1.2	Describe potential environmental barriers to individuals negotiating environments
		1.3	Establish how environmental barriers to individuals negotiating environments can be addressed
2	Be able to prepare to support an individual to negotiate an environment	2.1	Explain the scope of own role in supporting an individual to negotiate an environment
		2.2	Establish the <b>resources</b> that are available to support an individual to negotiate an environment
		2.3	Assess the risks associated with an individual negotiating familiar and unfamiliar environments
		2.4	Work with <b>others</b> to develop a <b>plan</b> to support an individual to negotiate an environment
3	Be able to support the individual to negotiate an environment	3.1	Agree with the individual activities which require negotiating an environment
		3.2	Support an individual to negotiate an environment following agreed plan
		3.3	Provide information to the individual when negotiating unfamiliar environment
4	Be able to evaluate and revise the support provided to an individual to negotiate an environment	4.1	Observe and record an individual's ability to negotiate an environment
		4.2	Evaluate the success of negotiating an environment with an individual and/or others
		4.3	Use records of observations and feedback

			from the individual and/or others to review the plan to negotiate an environment
		4.4	Agree a revised plan with the individual and/or others
		4.5	Evaluate own contribution to supporting an individual to negotiate an environment

### Unit guidance

**Conditions and/or disabilities** could include factors relating to:

- Sensory loss
- Physical health
- Mental health
- Physical disability
- Learning difficulty/disability
- Emotional health

**Resources** could include:

- Other professionals
- Assistive technology/aids

**Others** could include:

- Other professionals
- Carers/family members
- Advocates
- Colleagues

**The plan** will include:

- Risk assessment

and could include:

- Environmental hazards
- Agreed methods of communication
- Level of support required
- Assistive technology/aids
- Other resources

<b>Unit Title:</b>	Contribute to effective team working in health and social care or children and young people's settings		
<b>Unit No</b>	H/504/2194		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to contribute to effective team working in health and social care or children and young people's settings			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand theories of teams and team working.	1.1	Outline models of team working
		1.2	Explain the process of team development
		1.3	Analyse how shared goals can lead to team cohesion
2	Understand the principles that underpin effective teamwork.	2.1	Explain why teams need: <ul style="list-style-type: none"> <li>➤ Clear objectives</li> <li>➤ Clearly defined roles and responsibilities</li> <li>➤ Trust and accountability</li> <li>➤ Confidentiality</li> <li>➤ Effective communication</li> <li>➤ Conflict resolution</li> </ul>
		2.2	Explain why mutual respect and support promotes effective teamwork
		2.3	Explain how the values of own organisation influences the working of your team
		2.4	Explain how teams manage change
		2.5	Explain the benefits of effective team performance
3	Be able to work as part of a team.	3.1	Identify own role and responsibility in the team
		3.2	Fulfil own responsibilities within the team
		3.3	Communicate effectively with team members
		3.4	Involve other team members in decision making

		3.5	Seek support and advice from others
		3.6	Offer support to other team members
		3.7	Explain lines of reporting and responsibility in the team
		3.8	Analyse the strengths and contributions of other team members to the work of the team
4	Be able to support individual team members.	4.1	Provide encouragement and support to individual team members within their roles
		4.2	Provide constructive feedback on performance to individual team members
5	Be able to review the work of the team.	5.1	Reflect on own performance in working as part of a team
		5.2	Review team performance in achieving or working towards goals
		5.3	Contribute to the development of continuous improvement within the work of the team

<b>Unit Title:</b>	Support individuals to stay safe from harm or abuse		
<b>Unit No</b>	T/504/2202		
<b>Level:</b>	3		
<b>GLH:</b>	27		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals to stay safe from harm or abuse			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how legislative frameworks support the safeguarding of individuals.	1.1	Outline legislation and national policies that relate to the safeguarding of individuals
		1.2	Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks
2	Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to harm or abuse.	2.1	Identify the factors that make an individual vulnerable to harm or abuse
		2.2	Work with an individual and key people to identify actions, behaviours and situations that may lead to harm or abuse to the individual
		2.3	Describe the common features of perpetrator behaviour
		2.4	Support an individual to gain understanding of when the behaviour of others may be unacceptable
		2.5	Support an individual to gain understanding of the risks associated with the use of electronic communications
3	Be able to support individuals to gain understanding about how to stay safe.	3.1	Support an individual to gain understanding about their right to stay safe
		3.2	Support an individual to express fears, anxieties or concerns they may have about their safety
		3.3	Work with an individual to balance their rights, responsibilities and risks

		3.4	Explain how to challenge behaviours or actions that may lead to harm or abuse
4	Be able to work in ways that support individuals to stay safe.	4.1	Engage with an individual in a way that supports trust and rapport
		4.2	Support an individual to express fears, anxieties or concerns they may have about their safety
		4.3	Explain what actions to take where there are concerns that an individual might have been harmed or abused
		4.4	Take action to deal with risks that may lead to harm or abuse
		4.5	Support an individual to understand workers' responsibility to share information about potential or actual harm or abuse
		4.6	Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court
		4.7	Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed
		4.8	Explain the actions that should be taken if reported concerns are not acted upon
		4.9	Access support in situations that are outside your expertise, experience, role and responsibility
		4.10	Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse

<b>Unit Title:</b>	Provide support to adults who have experienced harm or abuse		
<b>Unit No</b>	J/504/2205		
<b>Level:</b>	4		
<b>GLH:</b>	39		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to provide support to adults who have experienced harm or abuse			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the role of self and others when supporting individuals who have experienced harm or abuse.	1.1	Explain own role and responsibilities to individuals who have experienced harm or abuse
		1.2	Explain the role and responsibilities of others to individuals who have experienced harm or abuse
		1.3	Explain the importance of establishing trusting relationships with individuals who have experienced harm or abuse
2	Be able to support individuals to disclose harm or abuse.	2.1	Support an individual to understand who information about harm or abuse will be shared with and the reasons for this
		2.2	Support an individual to disclose any harm or abuse they have experienced at their own pace
		2.3	Explain why it is important to respond calmly to disclosures of harm or abuse
		2.4	Communicate with an individual according to their level of understanding when they are disclosing harm or abuse
		2.5	Seek only sufficient information to confirm that there is an allegation
		2.6	Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court
		2.7	Keep detailed, accurate, timed, dated and signed records about any disclosures of harm or abuse

		2.8	Access further support in situations that are outside your expertise, experience, role and responsibility
3	Be able to support individuals who have experienced harm or abuse.	3.1	Access information about how to support an individual who has experienced harm or abuse
		3.2	Work with an individual, agreed key people and others to establish what outcomes they want from safeguarding interventions
		3.3	Work with an individual, agreed key people and others to understand implications from harm and abuse
		3.4	Work with agreed key people and others to support an individual to deal with distress, fear and anxieties that may have been caused by harm or abuse
		3.5	Work with agreed key people and others to support an individual to develop positive coping strategies
		3.6	Seek support where the individual's behaviour gives cause for concern
		3.7	Use supervision to reflect on own support to an individual and any feelings about the harm or abuse they have experience
		3.8	Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse

<b>Unit Title:</b>	Assess the needs of carers and families		
<b>Unit No:</b>	T/504/2216		
<b>Level:</b>	3		
<b>GLH:</b>	28		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to be able to assess the needs of carers and families			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the contribution that families and carers make in caring for individuals.	1.1	Analyse the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
		1.2	Explain the rights of families and carers providing care to individuals
		1.3	Describe the benefits to society of family and unpaid carers providing care
		1.4	Describe the benefits and challenges faced by family and unpaid carers in providing care
2	Be able to engage with families and carers who are providing care.	2.1	Support families and carers to speak about their experiences of providing care to individuals
		2.2	Use active listening skills to identify unspoken feelings and emotions
		2.3	Support families and carers to understand their rights
		2.4	Support families and carers in their caring role
		2.5	Explain to families and carers the additional support that is available
		2.6	Gain consent from families and carers to speak with others about their circumstances
3	Be able to assess the needs of families and carers.	3.1	Support families and carers to identify the support they need to meet the needs of an individual
		3.2	Identify with families and carers the areas of care which they want to retain
		3.3	Support families and carers to identify their wishes and needs for their own well-being

		3.4	Gather additional information from agreed others
		3.5	Share the record of assessment with families and carers
4	Be able to identify a plan to support families and carers.	4.1	Support families, carers and others to identify resources to address needs and wishes
		4.2	Support families, carers and others to develop a plan of action to access resources
		4.3	Support families, carers and others to implement the plan of action

<b>Unit Title:</b>	Support individuals to be part of a community		
<b>Unit No:</b>	M/616/8813		
<b>Level:</b>	3		
<b>GLH:</b>	20		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals to be part of a community			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how communities can support social inclusion	1.1	Analyse the concepts of: <ul style="list-style-type: none"> <li>➤ Social inclusion</li> <li>➤ Social exclusion</li> <li>➤ Community</li> </ul>
		1.2	Explain the benefits of social inclusion for: <ul style="list-style-type: none"> <li>➤ Individuals</li> <li>➤ Communities</li> </ul>
		1.3	Explain the consequences of social exclusion for: <ul style="list-style-type: none"> <li>➤ Individuals</li> <li>➤ Communities</li> </ul>
		1.4	Analyse how key legislation can promote social inclusion and reduce social exclusion in the community
		1.5	Evaluate a range of ways to address barriers to social inclusion that exist in the community
		1.6	Explain how different roles can support social inclusion
2	Be able to support the social inclusion of individuals in	2.1	Establish links with a range of community resources
		2.2	Use active participation to support social inclusion of individuals

	communities	2.3	Use a range of activities to support an individual to have a positive role and sense of identity in the community
		2.4	Support an individual to develop a positive self-image and sense of identity in the community
3	Be able to evaluate the participation of individuals in communities	3.1	Work with an individual to review their participation in a range of activities in the community
		3.2	Work with an individual to build on activities of interest that will promote social inclusion
		3.3	Evaluate own role in supporting an individual to participate in the community

<b>Unit Title:</b>	Promote nutrition and hydration in health and social care settings		
<b>Unit No:</b>	T/503/2575		
<b>Level:</b>	3		
<b>GLH:</b>	32		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding to promote nutrition and hydration in health and social care			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand what makes up a balanced diet.	1.1	Define the main food groups
		1.2	Identify sources of essential nutrients
		1.3	Explain the role of essential nutrients for health
		1.4	Evaluate the impact of poor diet on health and wellbeing
		1.5	Explain what adaptations to a balanced diet may be required for different groups
2	Understand nutritional guidelines.	2.1	Summarise current national nutritional guidelines for a balanced diet
		2.2	Explain how to access additional support and information relating to nutrition and hydration
3	Be able to promote nutrition in health and social care settings.	3.1	Explain the importance of a balanced diet
		3.2	Demonstrate how to plan an appropriate balanced diet with an individual
		3.3	Demonstrate how to promote an appropriate balanced diet with an individual
		3.4	Evaluate the effectiveness of different ways of promoting healthy eating
4	Be able to promote hydration in health and social care	4.1	Explain the importance of hydration
		4.2	Describe signs of dehydration
		4.3	Demonstrate ways to support and promote hydration with individuals

	settings.	4.4	Evaluate the effectiveness of different ways of supporting and promoting hydration
5	Understand how to prevent malnutrition in health and social care settings.	5.1	Describe the factors that may affect nutritional intake
		5.2	Describe the risk factors that may lead to malnutrition
		5.3	Describe the signs of malnutrition
		5.4	Explain ways of ensuring foods and drinks have increased nutritional density through fortification
		5.5	Describe the appropriate use of nutritional supplements
6	Be able to carry out nutritional screening in health and social care settings.	6.1	Describe the purpose of nutritional screening
		6.2	Carry out nutritional screening
		6.3	Implement the actions identified by nutritional screening
		6.4	Monitor, record and review the actions taken following nutritional screening
7	Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings	7.1	Describe the roles and responsibilities of others in assessing and managing the nutritional and hydration needs with individuals
		7.2	Explain ways in which nutrition and hydration can be monitored
		7.3	Monitor and record nutrition and hydration of an individual in accordance with their plan of care
8	Understand factors that affect special dietary requirements in health and social care settings	8.1	Describe factors that may promote healthy eating in different groups
		8.2	Describe factors that may create barriers to healthy eating for different groups
		8.3	Explain why individuals may have special dietary requirements
		8.4	Explain why it is important for individuals with special dietary requirements to follow special diets

<b>Unit Title:</b>	Provide support for journeys		
<b>Unit No:</b>	A/601/8025		
<b>Level:</b>	2		
<b>GLH:</b>	17		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to provide support for journeys			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand factors to consider when planning support for journeys	1.1	Describe different aspects and factors to consider when planning a journey
		1.2	Describe different risks that may arise and ways to minimise these
		1.3	Describe different types of communication technology that can support planning and making journeys safely
2	Be able to support individuals to plan journeys	2.1	Agree with the individual the level and type of support needed for planning and making a journey
		2.2	Support the individual to research a journey that they wish to make
		2.3	Support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working
3	Be able to support individuals when making journeys	3.1	Support the individual in line with the journey plan
		3.2	Describe ways to deal with unforeseen problems that may occur during a journey
4	Be able to review the support provided for individuals when making journeys	4.1	Describe what factors should be considered when reviewing support for the journey
		4.2	Seek feedback from the individual on the support provided for the journey
		4.3	Contribute to reviewing support for the journey
		4.4	Revise the journey plan to take account of the review in line with agreed ways of working

<b>Unit Title:</b>	Support individuals who are distressed		
<b>Unit No:</b>	L/601/8143		
<b>Level:</b>	2		
<b>GLH:</b>	21		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals who are experiencing distress.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand causes and effects of distress	1.1	Identify common causes of distress
		1.2	Describe signs that may indicate an individual is distressed
		1.3	Explain how distress may affect the way an individual communicates
		1.4	Explain how working with an individual who is distressed may impact on own well being
2	Be able to prepare to support individuals who are experiencing distress	2.1	Access information and advice about supporting an individual through a time of distress
		2.2	Establish signs of distress that would indicate the need for specialist intervention
		2.3	Describe how to access specialist intervention
		2.4	Identify sources of support to manage own feelings when working with an individual who is distressed
3	Be able to support individuals through periods of distress	3.1	Communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs
		3.2	Demonstrate ways to alleviate immediate distress
		3.3	Adapt support in response to the individual's reactions
		3.4	Demonstrate how to involve others in supporting an individual who is distressed
4	Be able to support individuals to reduce distress	4.1	Encourage the individual to express thoughts and feelings about troubling aspects of their life

		4.2	Work with the individual and others to identify triggers for distress
		4.3	Work with an individual and others to reduce triggers or alleviate causes of distress
		4.4	Encourage the individual to review their usual ways of coping with distress
5	Be able to record and report on an individual's distress	5.1	Maintain records relating to the individual's distress and the support provided
		5.2	Report on periods of distress in line with agreed ways of working

<b>Unit Title:</b>	Facilitate the development of effective group practice in health and social care or children and young people's settings		
<b>Unit No</b>	Y/602/2339		
<b>Level:</b>	5		
<b>GLH:</b>	42		
<b>Credit:</b>	6		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to facilitate the development of effective group practice in health and social care or children and young people's settings			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how groups develop and function in health and social care or children and young people's work settings	1.1	Analyse the impact of theories and models on group work practice
		1.2	Explain how to form and maintain a cohesive and effective group
		1.3	Explain how different facilitation styles may influence <ul style="list-style-type: none"> <li>➤ Group dynamics</li> <li>➤ Lifecycle of the group</li> <li>➤ Group outcomes</li> <li>➤ Development of roles within the group</li> </ul>
		1.4	Explain why it is important to be clear about the purpose and desired outcomes for the group
		1.5	Analyse the importance of participant engagement in achieving group outcomes
2	Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings	2.1	Evaluate methods that may be utilised in facilitating groups
		2.2	Prepare an environment that is conducive to the functioning of the group
		2.3	Work with a group/s to agree acceptable group and individual behaviour
		2.4	Work with a group to negotiate and agree tasks, desired outcomes and ways of working

3	Be able to facilitate a group in health and social care or children and young people's work settings	3.1	Use a range of methods to accommodate different learning styles within the group
		3.2	Provide a group experience where participants are engaged and stimulated
		3.3	Intervene effectively in a group session to improve the learning process
4	Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings	4.1	Demonstrate inclusive practice when facilitating groups
		4.2	Support consensus and manage conflict within a group
		4.3	Explain how to challenge excluding or discriminatory behaviour
		4.4	Demonstrate how to manage diverse group behaviours
		4.5	Explain when to refer issues and areas of concern
5	Be able to monitor and review the work of a group in health and social care or children and young people's work settings	5.1	Work with a group to agree monitoring and review processes
		5.2	Implement systems and processes to monitor and review the progress of a group
		5.3	Assess the effectiveness of a group in relation to identified outcomes
		5.4	Reflect on strengths and areas for development in own practice of facilitating groups

<b>Unit Title:</b>	Manage induction in health and social care or children and young people's settings		
<b>Unit No</b>	T/602/2574		
<b>Level:</b>	4		
<b>GLH:</b>	21		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to manage induction in health and social care or children and young people's settings			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the purpose of induction for health and social care or children and young people's settings	1.1	Explain why induction is important for practitioners, individuals and organisations
		1.2	Identify information and support materials that are available to promote effective induction
		1.3	Explain the link between induction processes, qualifications and progression routes in the sector
		1.4	Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting
		1.5	Analyse the role of induction in safeguarding individuals and others within a work setting
2	Be able to manage the induction process in health, social care and children and young people's work settings	2.1	Explain the factors that influence induction processes for practitioners
		2.2	Develop an induction programme in agreement with others
		2.3	Manage the induction process for practitioners
3	Be able to support the implementation of induction processes in health, social care and children and young people's work settings	3.1	Identify different methods that can be used to support the induction process for practitioners
		3.2	Support others involved in the induction of practitioners
		3.3	Obtain feedback from others on practitioners achievement of identified

			induction requirements
		3.4	Support practitioners to reflect on their learning and achievement of induction requirements
		3.5	Provide feedback to practitioners on achievement of induction requirements
		3.6	Support personal development planning for a practitioner on completion of induction
4	Be able to evaluate the induction process in health and social care or children and young people's settings	4.1	Explain the importance of continuous organisational improvement in the provision of induction
		4.2	Obtain feedback on the induction process from practitioners
		4.3	Obtain feedback on the induction process from others in the work setting
		4.4	Use feedback to identify areas for improvement within the induction process
5	Be able to implement improvements to the induction process in health and social care or children and young people's settings	5.1	Work with others to identify improvements within the induction process
		5.2	Work with others to implement changes required to address areas for improvement within the induction process

<b>Unit Title:</b>	Support individuals with autistic spectrum conditions		
<b>Unit No</b>	M/504/2196		
<b>Level:</b>	3		
<b>GLH:</b>	33		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to support individuals with autistic spectrum conditions			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand legislative frameworks that relate to individuals with autistic spectrum conditions.	1.1	Outline the legislative frameworks that relate to an individual with autistic spectrum condition
		1.2	Analyse how legislative frameworks underpin the development of services for individuals with autistic spectrum condition
2	Understand the main characteristics of autistic spectrum conditions.	2.1	Outline a range of theories on autistic spectrum condition
		2.2	Explain the characteristics of autistic spectrum conditions
		2.3	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
		2.4	Describe other conditions that may be associated with the autistic spectrum
		2.5	Describe how language and intellectual abilities vary across the autistic spectrum
3	Be able to support individuals with autistic spectrum conditions.	3.1	Describe an individual's experience of the autistic spectrum condition and its characteristics
		3.2	Support an individual to understand the impact of their autistic condition on themselves and others
		3.3	Encourage an individual to recognise the strengths of their characteristics
		3.4	Support an individual with an autistic spectrum condition to develop their personal skills

		3.5	Support an individual and others to develop strategies for dealing with the impact of an autistic spectrum condition
4	Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication.	4.1	Identify specific methods of communication for an individual
		4.2	Use specific methods of communication to support interactions with an individual
		4.3	Ascertain patterns of behaviour associated with an individual's autistic spectrum condition
		4.4	Support an individual in ways that recognise the significance and meaning of their behaviour
5	Be able to support individuals with transitions and change.	5.1	Support an individual with autistic spectrum condition to make transitions
		5.2	Work with an individual and other to recognise routines that are important to the individual
		5.3	Support an individual during changes to their routines
		5.4	Enable an individual to use routines to make sense and order of their daily life
		5.5	Recognise how to make adaptations to the physical sensory environment to: <ul style="list-style-type: none"> <li>➤ Reduce sensory overload</li> <li>➤ Increase sensory stimulation</li> </ul>
		5.6	Work with an individual and others to develop strategies that help them manage their physical and sensory environment.

<b>Unit Title:</b>	Supporting infection prevention and control in social care		
<b>Unit No</b>	R/504/2207		
<b>Level:</b>	3		
<b>GLH:</b>	18		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to be able to support infection prevention and control in social care			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how infection prevention and control policies and guidelines can be applied within different settings.	1.1	Explain how infection prevention policies and guidelines can be applied in own work setting
		1.2	Identify differences in the ways in which infection prevention and control policies and guidance are implemented in a range of work settings
2	Be able to support infection prevention and control practices in the work setting.	2.1	Minimise risk of infection to self and others in the work setting
		2.2	Support individuals to take steps to minimise spread of infection
		2.3	Carry out hand hygiene following work setting policies and guidelines
		2.4	Support others to understand their responsibilities for infection prevention and control in the work setting
		2.5	Provide guidance to others about infection prevention and control practices in work setting
		2.6	Explain the functions of external bodies in supporting infection prevention and control in the work setting
		2.7	Maintain own understanding of information to support effective infection prevention and control practice
3	Be able to minimise the risk and spread of infection when using equipment.	3.1	Ensure equipment is stored and maintained in ways that minimise the spread of infection
		3.2	Use agreed cleaning schedules for equipment in own work setting

		3.3	Explain why particular devices need special handling to minimise the spread of infection
4	Understand how to respond to outbreaks of infection in the work setting.	4.1	Explain how to work with others to identify infection outbreaks in own work setting
		4.2	Explain how to work with others to implement policies and procedures following an infection outbreak
		4.3	Describe how to provide information about outbreaks of infection in accessible formats to individuals and others
		4.4	Describe ways to ensure that care for the individual is provided in the most appropriate place
		4.5	Describe situations where additional guidance may need to be accessed to manage infection prevention and control incidents
5	Be able to follow correct recording and reporting procedures regarding infection prevention and control.	5.1	Describe the process for sharing information about infections and suspected infections within own work setting
		5.2	Describe processes for reporting accidents and incidents relating to infection prevention and control within own work setting
		5.3	Complete records for infection prevention and control in line with policies and guidelines

<b>Unit Title:</b>	Develop professional supervision practice in health and social care or children and young people's work settings		
<b>Unit No</b>	M/602/3187		
<b>Level:</b>	5		
<b>GLH:</b>	39		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to develop the knowledge and understanding that a learner needs to develop professional supervision practice in health and social care or children and young people's work settings			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the purpose of professional supervision in health and social care or children and young people's work settings	1.1	Analyse the principles, scope and purpose of professional supervision
		1.2	Outline theories and models of professional supervision
		1.3	Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision
		1.4	Explain how findings from research, critical reviews and inquiries can be used within professional supervision
		1.5	Explain how professional supervision can protect the: <ul style="list-style-type: none"> <li>➤ Individual</li> <li>➤ Supervisor</li> <li>➤ Supervisee</li> </ul>
2	Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings	2.1	Explain the performance management cycle
		2.2	Analyse how professional supervision supports performance
		2.3	Analyse how performance indicators can be used to measure practice

3	Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings	3.1	Explain factors which result in a power imbalance in professional supervision
		3.2	Explain how to address power imbalance in own supervision practice
		3.3	Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process
		3.4	Agree with supervisee the frequency and location of professional supervision
		3.5	Agree with supervisee sources of evidence that can be used to inform professional supervision
		3.6	Agree with supervisee actions to be taken in preparation for professional supervision
4	Be able to provide professional supervision in health and social care or children and young people's work settings	4.1	Support supervisees to reflect on their practice
		4.2	Provide positive feedback about the achievements of the supervisee
		4.3	Provide constructive feedback that can be used to improve performance
		4.4	Support supervisees to identify their own development needs
		4.5	Review and revise professional supervision targets to meet the identified objectives of the work setting
		4.6	Support supervisees to explore different methods of addressing challenging situations
		4.7	Record agreed supervision decisions
5	Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings	5.1	Give examples from own practice of managing conflict situations within professional supervision
		5.2	Reflect on own practice in managing conflict situations experienced during professional supervision process
6	Be able to evaluate own practice when	6.1	Gather feedback from supervisee/s on own approach to supervision process

conducting professional supervision in health and social care or children and young people's work settings	6.2	Adapt approaches to own professional supervision in light of feedback from supervisees and others
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<b>Unit Title:</b>	Diabetes Awareness		
<b>Unit No:</b>	D/503/1839		
<b>Level:</b>	3		
<b>GLH:</b>	46		
<b>Credit:</b>	6		
<b>Unit details:</b> This unit aims to develop the learner's knowledge and understanding of diabetes and the associated implications, factors relating to an individual's experience of diabetes and the links between diabetes and other conditions.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand diabetes and the associated implications	1.1	Define diabetes
		1.2	Identify prevalence rates for different types of diabetes
		1.3	Describe possible key long-term complications to health as a result of having diabetes
		1.4	Explain what is meant by the term hyperglycaemia
		1.5	Explain what is meant by the term hypoglycaemia
		1.6	Explain the procedure of referring an individual with diabetes to others
2	Know the most common types of diabetes and their causes	2.1	Describe key features of Type 1 diabetes
		2.2	Describe key features of Type 2 diabetes
		2.3	List the most common possible causes of diabetes: ➤ Type 1 ➤ Type 2
		2.4	Describe the likely signs and symptoms of diabetes
		2.5	Outline contributing risk factors that may lead to the development of Type 2 diabetes
3	Understand how to implement a person-centred approach	3.1	Define person-centred support
		3.2	Explain the importance of using

	when supporting individuals with diabetes		individualised care plans to support individuals with diabetes
		3.3	Explain the care pathway for the individual with newly diagnosed Type 2 diabetes
		3.4	Explain what self-care skills are
		3.5	Explain how to work with an individual, and or their carer, to optimise self-care skills
		3.6	Explain the importance of supporting individuals to make informed decisions
4	Understand the nutritional needs of individuals with diabetes	4.1	Explain the principles of a balanced diet
		4.2	Analyse how different carbohydrates affect blood glucose level
		4.3	Explain the role of the nutritional plan and how to report any related problems
5	Understand factors relating to an individual's experience of diabetes	5.1	Describe how different individuals may experience living with diabetes
		5.2	Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes
		5.3	Explain how an individual can manage their diabetes through different aspects of their lifestyle
6	Understand the importance of monitoring diabetes	6.1	Explain the importance of accurately measuring blood pressure when supporting individuals with diabetes
		6.2	Identify the normal parameters for blood pressure
		6.3	Explain the purpose of accurate blood glucose monitoring for individuals with diabetes
		6.4	State the normal blood glucose range

		6.5	Explain the purpose of accurate urine monitoring for individuals with diabetes
		6.6	Describe the annual review checks needed to screen for long term complications
7	Understand the links between diabetes and other conditions	7.1	Explain the links between diabetes and: <ul style="list-style-type: none"> <li>➤ Dementia</li> <li>➤ Depression</li> <li>➤ Pregnancy</li> </ul>

<b>Unit Title:</b>	Promote stroke care management		
<b>Unit No</b>	A/616/8412		
<b>Level:</b>	3		
<b>GLH:</b>	36		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote stroke care management.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand legislation, policy and guidance in relation to stroke	1.1	Summarise current legislation, policy and guidance in relation to care and support of <b>individuals</b> following a stroke
		1.2	Describe the potential impact of stroke on an individual's mental capacity
2	Understand how to recognise stroke	2.1	Outline signs and symptoms of stroke
		2.2	Describe stages of stroke
		2.3	Describe assessment tests that are available to enable listing of the signs and symptoms
		2.4	Explain changes that an <b>individual</b> may experience as a result of stroke
3	Understand specific communication factors affecting individuals following stroke	3.1	Explain <b>effects of stroke</b> on the brain in relation to communication
		3.2	Describe communication methods and <b>aids</b> to support individuals affected by stroke
		3.3	Explain the use of supported conversation techniques
		3.4	Describe the impact of communication difficulties on the individual
		3.5	Describe services and resources to support communication needs
4	Understand needs of individuals affected by stroke.	4.1	Describe potential <b>changes in the brain</b> caused by stroke
		4.2	Describe the effects of stroke on an individual:

			<ul style="list-style-type: none"> <li>➤ <b>Physical</b></li> <li>➤ <b>Cognitive</b></li> <li>➤ <b>Psychological and emotional</b></li> <li>➤ <b>Social.</b></li> </ul>
		4.3	Explain the impact stroke may have on nutrition
		4.4	Describe the impact stroke may have on <b>sensory ability</b>
		4.5	Explain the fluctuating effects of stroke on an individual
		4.6	Describe <b>health needs</b> that may be associated with stroke
5	Understand how to promote recovery and independence for an individual following stroke.	5.1	Describe the impact of stroke on daily living
		5.2	Explain use of activities to promote recovery and independence
		5.3	Explain the importance of <b>repetition</b> to promote recovery
		5.4	Identify effects of fatigue in stroke rehabilitation and reablement
		5.5	Evaluate advances in assistive technology that support stroke recovery and rehabilitation
		5.6	Explain the importance of working in partnership with others to support stroke recovery and independence
6	Be able to support an individual following a stroke	6.1	Explain how to encourage an individual to review their <b>lifestyle</b> and promote their own health and well-being
		6.2	Conduct a risk assessment
		6.3	Support an individual with personal care and daily living
		6.4	Support an individual with recovery and rehabilitation exercises and therapy
		6.5	Monitor an individual and report changes or concerns
<b>Unit guidance</b>			
<b>Individual</b> refers to someone requiring care or support; it will usually mean the			

person or people supported by the learner. Effects of stroke may include:

- Aphasia
- Apraxia
- Dysarthria. Aids may include:
  - High-tech (electronic technology)
  - Low-tech (anything non-electronic).

**Changes in the brain** may include:

- The dominant side of the brain
- Non-dominant side of the brain.

**Physical** effects may include:

- Fatigue
- Mobility
- Continence
- Pain
- Spatial awareness.

**Cognitive** effects may include:

- Memory loss
- Perception
- Lack of inhibition
- Personality changes
- Emotional instability.

**Psychological and emotional** effects may include:

- Self-esteem
- Confidence
- Depression
- Mood swings
- Grieving process
- Anger and frustration
- Behaviour changes
- Isolation.

**Social** effects may include:

- Relationships

- Interaction
- Participation.

**Sensory** effects may include:

- Vision
- Hearing.

**Health needs** may include:

- Medication
- Co-morbidity
- Complications e.g.:
  - Aspiration
  - Airway obstruction
  - Hypoxia
  - Hypotension
  - Hypertension
  - Hyperglycaemia
  - Bedsores.

**Repetition** – repeating day-to-day activities or therapeutic remedies.

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates.

**Lifestyle** may include:

- Driving
- Return to work
- Finances
- Benefits
- Sexuality
- Relationships
- Transport
- Leisure.

<b>Unit Title:</b>	Support the well-being of individuals		
<b>Unit No</b>	K/507/9165		
<b>Level:</b>	3		
<b>GLH:</b>	26		
<b>Credit:</b>	3		
<b>Unit details:</b> The aimed of this unit is to provide the learner with the knowledge, understanding and skills required to support the spiritual well-being of individuals			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the importance of spiritual well-being for individuals.	1.1	Outline different ways in which <b>spiritual well-being</b> can be defined
		1.2	Define the difference between spirituality and religion
		1.3	Describe different aspects of spiritual well-being
		1.4	Explain how spiritual well-being is an individual experience
		1.5	Explain how spiritual well-being defines an individual's identity
		1.6	Outline the links between spirituality, faith and religion
		1.7	7 Explain how an <b>individual's</b> current exploration of spiritual well-being may be affected by their previous experience of spirituality, faith or religion
2	Be able to assess the spiritual needs of an individual and others.	2.1	Support the individual and <b>others</b> to identify their spiritual needs and how and by whom these can be addressed
		2.2	Identify how an individual's emphasis on spiritual well-being may vary at different stages of their life experience
		2.3	Take action to ensure that the individual's spiritual well-being is recognised appropriately in their care plan
3	Understand the impact of values and beliefs on own and an individual's spiritual well-being.	3.1	Analyse how own values and beliefs may impact on others when communicating about the individual's spiritual well-being
		3.2	Identify how the values and beliefs of others may impact on the individual

		3.3	Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others
4	Be able to support individuals' spiritual well-being	4.1	Access resources and information to support the individual's spiritual well-being
		4.2	Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing
		4.3	Support the individual to take opportunities to explore and express themselves in ways that support their spiritual well-being
		4.4	Support the individual to participate in their chosen activities to support their spiritual well-being
		4.5	Access any additional expertise required to meet the individual's spiritual needs
		4.6	Outline the benefits of working in partnership with faith and nonreligious communities to support the spiritual needs and preferences of the individual

### Unit guidance

**Spiritual well-being** can be defined as:

- Something everyone can experience
- Helps to find meaning and purpose in the things individuals value
- Can bring hope and healing in times of suffering and loss
- Encourages individuals to seek the best relationship with themselves, others and what lies beyond

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates.

<b>Unit Title:</b>	Understand Advance Care Planning		
<b>Unit No</b>	A/503/8135		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide the learner with the knowledge and understanding required to undertake advance care planning			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the principles of <b>advance care planning</b> .	1.1	Describe the difference between a daily care or support plan and an advance care plan
		1.2	Explain the purpose of advance care planning
		1.3	Identify the national, local and organisational agreed ways of working for advance care planning
		1.4	Explain the legal position of an advance care plan
		1.5	Explain what is meant by mental capacity in relation to advance care planning
		1.6	Explain what is meant by informed consent in relation to advance care planning
2	Understand the process of advance care planning.	2.1	Explain when advance care planning may be introduced
		2.2	Outline who may be involved in the advance care planning process
		2.3	Describe <b>information an individual</b> may need to enable them to make informed decisions
		2.4	Explain what is involved in an 'advance decision to refuse treatment'
		2.5	Explain what is meant by a 'Do Not Attempt Cardiopulmonary Resuscitation' ( <b>DNACPR</b> ) order
		2.6	Explain how the <b>individual's capacity</b> to discuss advance care planning may influence their role in the process

		2.7	Explain role of the care worker in the advance care planning process and sources of support available
		2.8	Describe how personal beliefs and attitudes can affect participation in the advance care planning process
		2.9	Identify how an advance care plan can change over time
		1.10	Outline the principles of record keeping in advance care planning
		1.11	Describe when details of the advance care plan can be shared with others
3	Understand person-centred approaches to advance care planning.	3.1	Describe factors an individual may consider when creating their advance care plan
		3.2	Explain the importance of respecting the individual's values, beliefs and choices
		3.3	Identify how the needs of <b>others</b> may need to be taken into account when planning advance care
		3.4	Explain how to support an individual to exercise their right not to create an advance care plan

### Unit guidance

**Advance care planning (ACP)** is a voluntary process of discussion about future care between an individual and their care providers, irrespective of discipline. If the individual wishes, their family and friends may be included. It is recommended that with the individual's agreement this discussion is documented, regularly reviewed, and communicated to key persons involved in their care. It may involve establishing the 'ceiling of treatment' for an individual, the Preferred Place of Care and Preferred Place of Death

**Information** may include:

- Knowledge of illness and prognosis
- Choices of care and treatment options
- Resources available for delivery of care.

**Individual** refers to someone requiring care or support; it will usually mean the

person or people supported by the learner.

**DNACPR**, often referred to as DNR.

**Individual's capacity** refers to being able to make their own decisions, based on the information available and communicate that decision.

**Others** may include:

- Team members
- Other colleagues
- Families, carers and advocates.

## Appendix B: Assessment Guidance

### Assessment Guidance for Skills for Care and Development

Competence based units must include direct observation in the workplace as the primary source of observation. Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Where an expert witness is used, they must meet the following criteria:

- Have a working knowledge of the RQF units on which their expertise is based;
- Be occupationally competent in their area of expertise;
- Have EITHER a qualification in assessment of workplace performance OR a professional role work role which involves evaluating the everyday practice of staff.

### Guidance for Tutors, Assessors and IQA's

In order to offer any of Focus Awards regulated qualifications your Centre will need to ensure that it has the following:

- Tutor(s)
- Assessor(s)
- Internal Quality Assurers(s)

### Requirements for Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Preparing to Teach in the Lifelong Learning Sector (PTTLS);
- Certificate in Teaching in the Lifelong Learning Sector (CTTLS);
- Diploma in Teaching in the Lifelong Learning Sector (DTTLS);
- Level 3 Award in Education and Training;
- Level 4 Certificate in Education and Training;
- Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical/occupational competency in the disciplines/units they wish to teach.

### **Requirements for assessors:**

#### **Assessors should hold or be working towards the following:**

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Show relevant technical/occupational competency in the disciplines/units they wish to assess.

Please be advised that Focus Awards policy dictates that the decisions of trainee assessors will need to be countersigned by a suitably qualified assessor.

### **Requirements for Internal Quality Assurers (IQAs):**

Focus Awards require that IQAs hold or are working towards the following:

- D34
- V1 qualification
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Show relevant technical/occupational competency in the disciplines or units they are verifying

Please be advised that Focus Awards policy dictates that the decisions of trainee IQAs will need to be countersigned by a suitably qualified IQA.

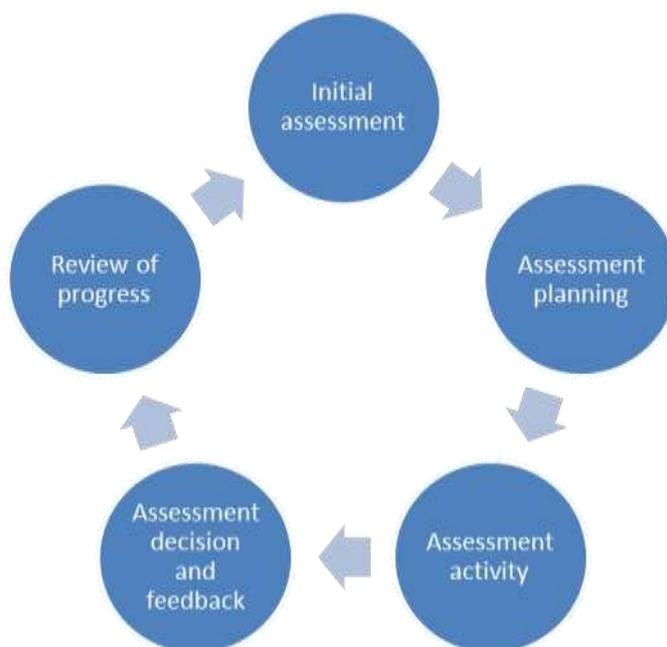
## Appendix C: Assessment Best Practice

### The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

### The assessment cycle



## **Initial assessment**

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed onto the assessor in order for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment. Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

## **Assessment planning**

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

## **Assessment activity**

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

## **Assessment decision and feedback**

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

## Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

## Exemptions, equivalences, credit transfer and RPL

Learners are able to avoid duplication of learning and assessment through exemptions or equivalences as follows:

- It is possible to transfer credit (equivalence) for achievements within the RQF
- Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the RQF
- Where the unit has previously been achieved by the learner through a different awarding organisation, this will be regarded as a credit transfer.
- Where a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer

Due to the learner already having their achievement recognised, and having received a certificate to confirm this, in all of these instances their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement

**Recognition of Prior Learning (RPL)** is a system of assessment that considers whether a learner already possesses the knowledge, skills or understanding to meet the assessment requirements for a unit and determines whether the learner can be awarded the unit or can omit a

particular course of learning and progress to assessment without the need for delivery. This will be displayed as a unit achievement on the certificate

It is the responsibility of the learners who have previously achieved units approved as Exemptions, Equivalences and Credit Transfers or who will achieve through RPL, to inform Focus Awards at registration using the registration excel spread sheet.

Learners must initially make the claim to the centre and the centre has the responsibility of making the initial consideration. If a centre is in doubt they should contact Focus Awards for advice or clarification.

When authorising a request centres must ensure that appropriate documentation and evidence is reviewed, maintained and made available as required to Focus Awards staff.

### **Guided learning hours**

The number of guided learning hours specified for each unit gives the minimum amount of time required for delivery of the course, it includes:

- All times when a member of staff is present to give specific guidance towards learning aims and outcomes, as well as:
- Other structured learning time such as supported individual study, directed assignments, or practice and assessments

The specified number of guided learning hours does not include time spent on work initiated by the learner; or the time tutors spend marking assignments where the learner is not in attendance.

### **Assessment**

To comply with Focus Awards Equality and Diversity Policy assessment practices it is a requirement that reasonable adjustments be made, where necessary, to enable individual learners to undertake assessments without bias. Please familiarise yourself with Focus guidance and the procedures for applying reasonable adjustments. To ensure compliance, assessments must fulfil all assessment criteria and learning outcomes set out in the qualification specification and assessment strategy guidelines. The method of assessment may be

adjusted to accommodate learners requiring alternative assessment methods in order to evaluate a learner's competency fairly.

### **Consistency of assessment decisions**

Focus Awards strives to maintain consistency with regard to assessment decisions overarching learners, assessors and sites. This key component necessitates the following in order to meet Focus Awards stringent principles:

- Assessors are either qualified or working towards current assessor standards: Level 3 Award in Assessing Competence in the Work Environment or Level 3 Award in Assessing Vocational Achievement (A1 and D32/33 are also acceptable)
- Assessors have competency in the subjects relevant to the units that they wish to assess
- Assessors are observed at least annually by qualified IQA's during assessment
- Standardisation exercises take place within the Centre
- Centre training days run by Focus Awards include assessment best practice
- External quality assurance is carried out by trained and qualified EQA's at least twice per year in each Centre

### **Judging Authenticity**

- All centres and assessors must monitor and control the generation of evidence to ensure that evidence provided by learners is their own and is current, reliable, sufficient, valid and meets the qualification standard
- Learners must complete an assignment declaration form to confirm that the materials they present are their own work. All centres, trainers and assessors should ensure that this declaration is signed by the learners

- A Record of Achievement document must be implemented to record how the assessment criteria and learning outcomes have been sufficiently covered. By using this document and 'signing off' learners' evidence the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic, is their own unassisted work and that it meets the stated assessment criteria and learning outcomes required
- Where the authenticity of the work is in doubt, checks to ascertain its authenticity should be carried out by the assessor, the use of oral questioning, for example, to check that the learner's knowledge matches the evidence provided
- Evidence which is not considered to be authentic should be disallowed

### **Guidance on Re-submission of Learner Assessment**

- There is no maximum to the number of times that work may be resubmitted for assessment by the learner. However, you may wish to implement your own systems and policies for additional advice/support for those learners who have been unsuccessful on a number of occasions
- There is no limit to the number of times that the learner may redraft their assessment prior to it being submitted for assessment
- Assessors/tutors must not give learners, or lead them to, the correct answers, they may however offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly
- Assessors/tutors should not add to learners' answers where they do not fully meet the required standard in the worksheets, etc. The learner should be asked to add to their own answers until they have demonstrated competence at the required standard

### **Use of Language and Stimulus Materials**

It is the responsibility of each individual Centre to provide its learners with appropriate resources and assessment materials to support them

in their learning journey. The resources and any assessment materials and the language they contain should be appropriate and suitable for the learners needs. They are appropriate only if they:

- Facilitate learners to demonstrate their level of attainment
- Require skills, knowledge, and understanding that are required for the qualification
- Are clear and unambiguous (except where ambiguity forms part of the assessment) and
- Are not expected to cause unnecessary offence to learners.

These materials and their use will be reviewed during EQA monitoring visits to the Centre and an EQA will take into account the following when considering whether language and stimulus materials for learning and assessment are appropriate:

- The age of learners who may realistically be expected to take the qualification
- The qualification level
- The qualification objective
- The skills, knowledge and understanding assessed for the qualification

It comprises content or language which could lead to a group of learners sharing a common attribute or circumstance experiencing an unreasonable disadvantage in the level of achievement that they are able to demonstrate in the assessment because of that attribute or circumstance

Please note that, you must show how each of the learning outcomes has been covered for the creation of manuals or text books, and for assessment materials an evidence referencing system must be adopted to show how each of the assessment criteria has been covered.

## Appendix D: Guidance on observed assessments

### Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

### Observing the learner

Observation is the main method of assessing practical competence and involves the assessor watching the student carry out the planned tasks. When carrying out an observed assessment, the assessor should adhere to the following guidelines:

- Involve the student;
- Complete an adequate briefing;
- Use an assessment checklist;
- Ensure good observational position enabling you to see/hear appropriately;
- Avoid becoming involved in the assessment process except in instances of health or safety or when 'moving on';
- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as

- ‘that’s great’ or ‘well done’ – this could give an indication of performance;
- Ensure sufficient time is planned to give immediate feedback after the assessment;
- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;
- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance.

### **Suggested stages of an observation for Focus Awards Level 3 Diploma in Adult Care (RQF)**

- **Step 1**  
Initial Learner briefing
- **Step 2**  
Direct Observation
- **Step 3**  
Learner/Client Feedback
- **Step 4**  
Learner Evaluation with client (15 minutes minimum)
- **Step 5**  
Assessor Questions (open and non-leading)
- **Step 6**  
Assessor Decision (pass/refer)
- **Step 7**  
Assessor Feedback (constructive, concise and relevant to performance criteria, written and verbal)

## Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what we see during observation and so it is essential that we question learners if we are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see a particular PC.
- Questions can be divided into two categories:
  - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?' - these words act as prompts to give the students the opportunity to respond fully in their own words.
  - Closed questions enable the students to respond with a simple 'Yes' or 'No' response. For example, "Would you ask a participant to keep the back straight when lifting weights from the floor?"
- Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. These must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there should be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

## Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving him or her a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Examples of leading questions would be:

- *"Your participant seemed to be out of breath on the CV section of your workout, do you think you could have brought the intensity down for her?"*

- "Are the deltoids worked in a bench press as well as the pectorals and triceps?"

## **Feedback**

*'Structured information that one person offers to another, about the impact of their actions or behaviour'.*

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
- Feedback should not include your opinion nor should it be a criticism.
- Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be a worse situation or a backlash.
- Effective feedback should be a two way process, involving the learner at all times.

## Appendix E: Example Assessment Plan

### Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner: .....

Date:.....

**OQ** - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions,  
**A** - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

### Professional Discussion

<b>Learner name:</b>	
<b>Assessor name:</b>	
<b>Date:</b>	
<b>Assessment criteria / topic of discussion:</b>	<b>Learner response:</b>

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

**Assessor Question Sheet**

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

### Assessor Feedback Sheet

Qualification:

Unit(s):

Assessment criteria	Assessor feedback

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

**Learner Assessment Record**

Evidence	Date Achieved	Assessor signature	Learner Signature

