

# 3084 Level 2/3 Award & Certificate in Stroke Care

April 2012 Version 1.2



## Qualification at a glance

<b>Subject area</b>	<b>Stroke Care</b>
<b>City &amp; Guilds number</b>	3084
<b>Age group approved</b>	16+
<b>Entry requirements</b>	No specific requirements
<b>Assessment</b>	Portfolio and Assignment
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 2 Award in Awareness of Stroke Care	3084-02	600/4824/4
Level 3 Certificate in Stroke Care Management	3084-13	600/4823/2



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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who are the qualifications for?	The qualifications are aimed at all learners in health and social care with an interest in stroke care and the impact of stroke on individuals, whether they are currently supporting individuals with stroke or not.
What do the qualifications cover?	These qualifications cover the skills and knowledge required to recognise and treat a stroke and care for those who have had a stroke.
Who did we develop the qualifications with?	These qualifications have been developed in conjunction with the NHS Stroke Improvement Lead and a wide range of sector experts.

## Structure

To achieve **the Level 2 Award in Awareness of Stroke Care**, learners must achieve **3 credits** from the mandatory unit.

Level 2 Award in Awareness of Stroke Care			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
F/503/7150	201	Stroke awareness	3

To achieve the **Level 3 Certificate in Stroke Care Management**, learners must achieve **17 credits** from the mandatory units and a minimum of **9 credits** from the optional units available.

<b>Level 3 Certificate in Stroke Care Management</b>			
<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
F/503/7150	201	Stroke awareness	3
J/503/7165	301	Understand stroke care management	4
L/602/4007	302	Support individuals to manage dysphagia	5
T/601/8282	303	Support individuals with specific communication needs	5
<b>Optional</b>			
F/601/3442	202	Introductory awareness of sensory loss	2
K/601/9025	203	Provide support to manage pain and discomfort	2
T/601/5804	204	Support families of individuals with acquired brain injury	3
J/601/5824	205	Understand the impact of acquired brain Injury on individuals	3
M/601/8054	206	Support individuals to eat and drink	2
D/601/9023	208	Provide support for therapy sessions	2
R/602/4008	304	Assist others to monitor individuals' progress in managing dysphagia	5
M/601/7907	305	Support individuals during a period of change	4
M/601/3467	306	Understand sensory loss	3
T/601/9495	307	Support individuals at the end of life	7
A/601/7909	308	Support individuals who are bereaved	4
T/503/2575	309	Promote nutrition and hydration in health and social care settings	4
L/601/9034	310	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	8

F/601/3764	311	Promote positive behaviour	6
L/601/8028	312	Provide support to maintain and develop skills for everyday life	4
A/601/9028	313	Provide support to continue recommended therapies	3
Y/601/8145	314	Promote person centred approaches in health and social care	6
T/601/9738	401	Implement the positive behavioural support model	8



## 2 Centre requirements

### Approval

#### Centres already offering City & Guilds qualifications

If your Centre is approved to offer the following you can apply for approval using the **fast track approval form**, available from the City & Guilds website:

- 4222-21 Level 2 Diploma in Health and Social Care (Adults) for England
- 4222-22 Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
- 4222-31 Level 3 Diploma in Health and Social Care (Adults) for England
- 4222-32 Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
- 4222-33 Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland
- 4223-01 Level 2 Diploma in Clinical Healthcare Support
- 4223-02 Level 2 Certificate in Healthcare Support Services
- 4223-11 Level 3 Diploma in Clinical Healthcare Support
- 4223-12 Level 3 Diploma in Healthcare Support
- 4223-13 Level 3 Diploma in Pathology Support
- 4223-14 Level 3 Diploma in Allied Health Profession Support
- 4223-15 Level 3 Diploma in Maternity and Paediatric Support
- 4223-16 Level 3 Diploma in Perioperative Support
- 4223-17 Level 3 Diploma in Healthcare Support Services (Decontamination)

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.



## **Centres NOT already offering City & Guilds qualifications**

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

## **Centre staffing**

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

## **Assessors and Internal Quality Assurer**

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying these qualifications, or meet the relevant experience requirements outlined above.

## **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

## **Age restrictions**

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.



### 3 Delivering the qualification

#### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

#### Support materials

The following resources are available for these qualifications:

Description	How to access
fast track approval forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assignments	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

#### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several e-Portfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).



## 4 Assessment

### Assessment of the qualification

The following units are assessed by assignments and the assignment material can be found on the web page at [www.cityandguilds.com](http://www.cityandguilds.com). All other units are assessed by portfolio.

Level 3 Certificate in Stroke Care Management		
Unit Number	Unit Title	Assessment method
202	Introductory awareness of sensory loss (Level 2) (2)	Assignment
205	Understand the impact of acquired brain injury on individuals (Level 2) (3)	Assignment
306	Understand sensory loss (Level 3) (3)	Assignment

## **Assessment strategy**

Assessment decisions for competence based learning outcomes (eg those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

Competence based assessment must include direct observation as the main source of evidence

Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit.

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.

Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.



## 5 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

<b>UAN:</b>	<b>F/503/7150</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	This unit is linked to SCM201.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	The aim of this unit is to provide an understanding of the different types of stroke, signs and symptoms and effects on individuals. It will also help learners to gain knowledge of the response needed in the event of an emergency stroke incident, managing stroke and the support available following stroke

<b>Learning outcome</b>
The learner will: 1. Know what a stroke is
<b>Assessment criteria</b>
The learner can: 1.1 Identify the changes in the brain associated with stroke 1.2 Outline other conditions that may be mistaken for stroke 1.3 Define the differences between stroke and Transient Ischaemic Attack (TIA)

<b>Learning outcome</b>
The learner will: 2. Know how to recognize a stroke
<b>Assessment criteria</b>
The learner can: 2.1 List the signs and symptoms of stroke 2.2 Identify the key stages of stroke 2.3 Identify the assessment tests that are available to enable listing of the signs and symptoms 2.4 Describe the potential changes that an individual may experience as a result of stroke

<b>Learning outcome</b>
The learner will: 3. Understand the management of risk factors for stroke
<b>Assessment criteria</b>
The learner can: 3.1 State the prevalence of stroke in the UK 3.2 Identify the common risk factors for stroke 3.3 Describe how risk factors may vary in different settings 3.4 Define the steps that can be taken to reduce the risk of stroke and subsequent stroke

<b>Learning outcome</b>
The learner will: 4. Understand the importance of emergency response and treatment for stroke
<b>Assessment criteria</b>
The learner can: 4.1 Describe why stroke is a medical emergency 4.2 Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working 4.3 Identify the impact on the individual of the key stages of stroke 4.4 Identify the correct early positioning for airway management 4.5 Identify the information that needs to be included in reporting relevant and accurate history of the incident

<b>Learning outcome</b>
The learner will: 5. Understand the management of stroke
<b>Assessment criteria</b>
The learner can: 5.1 Describe why effective stroke care is important to the management of stroke 5.2 Identify support available to individuals and others affected by stroke 5.3 Identify other agencies or resources to signpost individual or others for additional support and guidance

# Unit 201                  Stroke awareness

## Supporting information

### Unit range

#### Assessment tests

- refers to FAST - Face, Arms Speech Test

#### Common risk factors including:

- genetic
- lifestyle
- ethnicity
- age
- other medical conditions

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

#### Others may include:

- family members
- friends
- advocates
- other professionals
- carers

**Settings:** this may vary according to the health and social care setting of the individual eg residential or domiciliary environment



## Unit 202

## Introductory awareness of sensory loss

<b>UAN:</b>	<b>F/601/3442</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	This unit is linked to the Sensory Services 1,2,3,4,5,6,7,8,9,11.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	The purpose of this unit is to provide the learner with introductory knowledge about sensory loss

<b>Learning outcome</b>
The learner will: 1. Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these
<b>Assessment criteria</b>
The learner can: 1.1 describe how a range of factors have a negative and positive impact on individuals with sensory loss 1.2 identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss 1.3 explain how individuals with sensory loss can be disabled by attitudes and beliefs 1.4 identify steps that could be taken to overcome disabling attitudes and beliefs.

<b>Learning outcome</b>
The learner will: 2. Understand the importance of effective communication for individuals with sensory loss
<b>Assessment criteria</b>
The learner can: 2.1 outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"><li>• Sight loss</li><li>• Hearing loss</li></ul>

<ul style="list-style-type: none"> <li>• Deafblindness</li> </ul>
2.2 describe how effective communication may have a positive impact on the lives of individuals with sensory loss
2.3 explain how information can be made accessible to individuals with sensory loss

<b>Learning outcome</b>
The learner will:
3. Know the main causes and conditions of sensory loss
<b>Assessment criteria</b>
The learner can:
3.1 outline the main causes of sensory loss
3.2 explain the difference between congenital and acquired sensory loss
3.3 state what percentage of the general population is likely to have sensory loss

<b>Learning outcome</b>
The learner will:
4. Know how to recognise when an individual may be experiencing sight and/or hearing loss
<b>Assessment criteria</b>
The learner can:
4.1 outline the indicators and signs of: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Deafblindness</li> <li>• Hearing loss</li> </ul>
4.2 explain where additional advice and support can be sourced in relation to sensory loss

<b>Learning outcome</b>
The learner will:
5. Know how to report concerns about sensory loss
<b>Assessment criteria</b>
The learner can:
5.1 describe to whom and how concerns about sight and / or hearing loss can be reported

## **Unit 202                      Introductory awareness of sensory loss**

Supporting information

### **Unit range**

**Sensory Loss** could include:

- Sight loss
- Hearing loss
- Deafblindness

**Factors** could include:

- Communication
- Information
- Familiar layouts and routines
- Mobility

## Unit 203

## Provide support to manage pain and discomfort

<b>UAN:</b>	<b>K/601/9025</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to HSC 216 and CHS 6.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort.

It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

<b>Learning outcome</b>
The learner will: 1. Understand approaches to managing pain and discomfort
<b>Assessment criteria</b>
The learner can: 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 agreed ways of working that relate to managing pain and discomfort.

<b>Learning outcome</b>
The learner will: 2. Assist in minimising individuals' pain or discomfort
<b>Assessment criteria</b>
The learner can: 2.1 describe how pain and discomfort may affect an individual's 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.

<b>Learning outcome</b>
The learner will: 3. Monitor, record and report on the management of individuals' pain or discomfort
<b>Assessment criteria</b>
The learner can: 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 203**                      **Provide support to manage pain and discomfort**

### Supporting information

#### **Guidance**

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

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

## Unit 204

## Support families of individuals with acquired brain injury

<b>UAN:</b>	<b>T/601/5804</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to PD OP 2.4
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those whose role involves supporting families of people with an acquired brain injury. It covers the impact on the family/carers and it addresses the importance of supporting the family and working in partnership with them in addressing their needs.

<b>Learning outcome</b>
The learner will: 1. Understand the importance of working in a family-centred way
<b>Assessment criteria</b>
The learner can: 1.1 identify the family's needs and wishes 1.2 explain the importance of the family's needs being fully taken into consideration

<b>Learning outcome</b>
The learner will: 2. Understand the long term effects of acquired brain injury on the family
<b>Assessment criteria</b>
The learner can: 2.1 describe changes that may occur for family and friends as a result of caring for an <b>individual</b> with acquired brain injury 2.2 identify the long term consequences on a family caring for an individual who is <ul style="list-style-type: none"><li>• minimally responsive</li><li>• severe</li><li>• mild to moderate</li></ul>

as a result of acquired brain injury
2.3 describe the potential impact on families from: <ul style="list-style-type: none"> <li>• <b>Personality changes</b> in the individual</li> <li>• Lack of <b>self awareness</b></li> <li>• The individual's increased dependence</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Be able to apply legislation that is relevant to carers of individuals with acquired brain injury
<b>Assessment criteria</b>
The learner can: 3.1 identify the legislation and policy specific to carers 3.2 apply to own practice the key principles in legislation regarding carers.

<b>Learning outcome</b>
The learner will: 4. Be able to support families and friends who hold the primary caring role
<b>Assessment criteria</b>
The learner can: 4.1 communicate with the family to identify what supports they may need 4.2 demonstrate listening and communication skills when supporting primary carer(s) 4.3 contribute to the assessment of the primary carer's needs 4.4 identify any additional support needs with the <b>primary carer(s)</b> 4.5 record and report additional needs of primary carers.

<b>Learning outcome</b>
The learner will: 5. Know the support available from other professionals and agencies
<b>Assessment criteria</b>
The learner can: 5.1 identify professionals and agencies who will provide support to families of an individual with brain injury 5.2 explain when referrals would be made to <b>other professionals or agencies.</b>



# Unit 204                      Support families of individuals with acquired brain injury

## Supporting information

### Guidance

**Family centred way** is where the family are put at the centre of the work. Advice and information are sought from them. The learner works in partnership with them and does not intrude in the family's contribution with the individual.

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

### **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

### **Primary carer(s)** may include

- Spouse/Partner
- Parents
- Siblings
- Children
- Grandparents
- Friends or identified next of kin outside of immediate family but who are primary carers

### **Other professionals or agencies** may include:

- Carers organisations
- Social Workers
- GPs
- Supervisor
- Advocate
- Carers/family members
- Colleagues

## Unit 205

## Understand the impact of acquired brain injury on individuals

<b>UAN:</b>	<b>J/601/5824</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to PD OP 2.3
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	The aim of the unit is to gain knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.

<b>Learning outcome</b>
The learner will: 1. Understand Acquired Brain Injury
<b>Assessment criteria</b>
The learner can: 1.1 describe what <b>Acquired Brain Injury</b> is 1.2 identify possible causes of Acquired Brain Injury

<b>Learning outcome</b>
The learner will: 2. Understand the impact of an Acquired Brain Injury on the individual
<b>Assessment criteria</b>
The learner can: 2.1 list initial effects of Acquired Brain Injury on the <b>individual</b> 2.2 identify 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.</li></ul>

<b>Learning outcome</b>
The learner will: 3. Understand the specialist communication needs of an individual with Acquired Brain Injury
<b>Assessment criteria</b>
The learner can: 3.1 explain what is meant by the term dysphasia 3.2 explain what is meant by the term dysarthria 3.3 describe the <b>communication challenges</b> presented to the individual and self by dysphasia and dysarthria 3.4 identify skills required to support an individual with specialist communication needs

<b>Learning outcome</b>
The learner will: 4. Understand the impact that personality changes can have on an individual and those providing support
<b>Assessment criteria</b>
The learner can: 4.1 outline <b>changes in personality</b> that an individual may experience as a result of Acquired Brain Injury 4.2 describe how lack of <b>self awareness</b> may affect the individual 4.3 explain the impact of these changes on <b>those providing support</b> .

<b>Learning outcome</b>
The learner will: 5. Understand the impact of challenging behaviour
<b>Assessment criteria</b>
The learner can: 5.1 describe behaviours which may be considered challenging 5.2 state what to do to avoid confrontation with someone who is emotionally agitated 5.3 describe how <b>challenging behaviour</b> impacts on own feelings and attitudes 5.4 identify what support is available to respond to challenging behaviour 5.5 describe how to report challenging behaviour.

## Unit 205

## Understand the impact of acquired brain injury on individuals

### Supporting information

#### Guidance

##### Acquired Brain Injury

- Traumatic brain injury
- Mild/moderate brain injury
- Severe brain injury

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, ie dressing, washing, cooking. It does not solely mean the physical ability but also can mean concentration, motivation for doing tasks.

**Communication** challenges can include

- Word-finding
- Indistinct speech

**Personality changes** may include:

- Irritability
- Disinhibited behaviour
- Frustration
- Loss of social skills
- Lack of self awareness
- Lack of insight

**Those providing support** may include:

- Family
- Friends
- Care Workers
- Practitioners
- Other Professionals

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

##### Challenging behaviour

- Physical violence
- Threatening language

- Sexual inhibitions
- Non compliance

<b>UAN:</b>	<b>M/601/8054</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to HSC 213, HSC 214.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

<b>Learning outcome</b>
The learner will:
1. Support individuals to make choices about food and drink
<b>Assessment criteria</b>
The learner can:
1.1 establish with an <b>individual</b> the food and drink they wish to consume
1.2 encourage the individual to select <b>suitable options</b> for food and drink
1.3 describe ways to resolve any difficulties or dilemmas about the choice of food and drink
1.4 describe how and when to seek additional guidance about an individual's choice of food and drink.

<b>Learning outcome</b>
The learner will:
2. Prepare to provide support for eating and drinking
<b>Assessment criteria</b>
The learner can:
2.1 identify the level and type of support an individual requires when eating and drinking
2.2 demonstrate effective hand-washing and use of protective clothing when handling food and drink
2.3 support the individual to <b>prepare</b> to eat and drink, in a way that

meets their personal needs and preferences  
2.4 provide suitable utensils to assist the individual to eat and drink.

**Learning outcome**

The learner will:

3. Provide support for eating and drinking

**Assessment criteria**

The learner can:

- 3.1 describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking
- 3.2 support the individual to consume manageable amounts of food and drink at their own pace
- 3.3 provide encouragement to the individual to eat and drink
- 3.4 support the individual to clean themselves if food or drink is spilt
- 3.5 adapt support in response to an individual's feedback or observed reactions while eating and drinking.

**Learning outcome**

The learner will:

4. Clear away after food and drink

**Assessment criteria**

The learner can:

- 4.1 explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away
- 4.2 confirm that the individual has finished eating and drinking
- 4.3 clear away used crockery and utensils in a way that promotes **active participation**
- 4.4 support the individual to make themselves clean and tidy after eating or drinking.

**Learning outcome**

The learner will:

5. Monitor eating and drinking and the support provided

**Assessment criteria**

The learner can:

- 5.1 explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter
- 5.2 carry out and record agreed monitoring processes
- 5.3 report on the support provided for eating and drinking in accordance with **agreed ways of working**.

## Unit 206                      Support individuals to eat and drink

### Supporting information

#### Guidance

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

**Suitable options** will take account of:

- Expressed wishes and preferences
- General nutrition principles
- Specific dietary requirements
- Religious, cultural and personal beliefs
- Resources available.

**Ways to prepare to eat and drink** may include

- Choosing where to eat
- Choosing with whom to eat
- Protecting clothes from potential spills
- Taking up a comfortable position.

**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.

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



## Unit 208

## Provide support for therapy sessions

<b>UAN:</b>	<b>D/601/9023</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	This unit is linked to HSC 212.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions

<b>Learning outcome</b>
The learner will: 1. Understand the benefits of therapy sessions
<b>Assessment criteria</b>
The learner can: 1.1 Identify different types of <b>therapy sessions</b> in which an <b>individual</b> may participate 1.2 Describe how therapy sessions can benefit an individual

<b>Learning outcome</b>
The learner will: 2. Prepare for therapy sessions
<b>Assessment criteria</b>
The learner can: 2.1 Establish own responsibilities in preparing for a therapy session 2.2 Identify with the individual their preferences and requirements for the therapy session 2.3 Follow instructions to prepare the environment, materials, equipment and self for the session

<b>Learning outcome</b>
The learner will: 3. Provide support in therapy sessions
<b>Assessment criteria</b>
The learner can: 3.1 Provide support during a therapy session that takes account of: <ul style="list-style-type: none"> <li>the therapist's directions</li> <li>the individual's preferences and requirements</li> </ul> 3.2 Promote the <b>active participation</b> of the individual during the session 3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session

<b>Learning outcome</b>
The learner will: 4. Observe and record therapy sessions
<b>Assessment criteria</b>
The learner can: 4.1 Agree what observations need to be carried out during therapy sessions 4.2 Agree how observations will be recorded 4.3 Carry out agreed observations 4.4 Record agreed observations as required

<b>Learning outcome</b>
The learner will: 5. Contribute to the review of therapy sessions
<b>Assessment criteria</b>
The learner can: 5.1 contribute to a review of therapy sessions to identify issues and progress 5.2 contribute to agreeing changes to therapy sessions with the individual and <b>others</b>

**Guidance**

**Therapy sessions** may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

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

**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:

- Therapist
- Line manager
- Family
- Friends
- Advocates
- Others who are important to the individual's well-being

## Unit 301

## Understand stroke care management

<b>UAN:</b>	<b>J/503/7165</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	36
<b>Relationship to NOS:</b>	This unit is linked to SCM 301.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	The aim of this unit is to provide an understanding of legislation, guidelines and best practice to support stroke care management. It will enable learners to explore the effects of stroke on an individual and to provide an understanding of how a person centred approach may support stroke care management.

<b>Learning outcome</b>
The learner will: 1. Understand how to support individuals to manage stroke according to legislation, policy and guidance
<b>Assessment criteria</b>
The learner can: 1.1 Summarise current legislation, policy and guidance related to supporting individuals with stroke 1.2 Explain what current best practice is in the initial stages of stroke care management 1.3 Explain how an individual could be encouraged to review their lifestyle and promote their own health and well-being 1.4 Describe the potential implications of mental capacity for an individual following a stroke

<b>Learning outcome</b>
The learner will: 2. Understand specific communication factors affecting individuals following a stroke
<b>Assessment criteria</b>
The learner can: 2.1 Evaluate the <b>effects of stroke</b> on the brain in relation to the ability

to communicate
2.2 Describe a range of common communication methods and <b>aids</b> to support individuals affected by a stroke
2.3 Analyse methods of facilitating communication using supported conversation techniques
2.4 Identify any pre-existing illnesses or disabilities that need to be taken into account when addressing communication
2.5 Describe the effects on the individual of experiencing communication difficulties
2.6 Identify additional agencies and resources to support with communication needs

<b>Learning outcome</b>
The learner will:
3. Understand changing physical needs of individuals affected by stroke
<b>Assessment criteria</b>
The learner can:
3.1 Describe the <b>changes in the brain</b> of an individual affected by stroke
3.2 Describe the <b>physical effects</b> of stroke on an individual
3.3 Explain the impact a stroke may have on swallowing and nutrition
3.4 Describe the possible effects of stroke on <b>sensory</b> ability
3.5 Analyse the fluctuating nature of effects of stroke on an individual

<b>Learning outcome</b>
The learner will:
4. Understand the impact of the effects of stroke on daily living
<b>Assessment criteria</b>
The learner can:
4.1 Explain the use of daily activities to promote recovery and independence
4.2 Explain the importance of <b>repetition</b> to promote recovery
4.3 Identify the effects of fatigue in stroke rehabilitation
4.4 Describe the implication of stroke on lifestyle

<b>Learning outcome</b>
The learner will:
5. Understand the associated complications for an individual with stroke
<b>Assessment criteria</b>
The learner can:
5.1 Explain the <b>psychological and emotional</b> effects on the individual with stroke
5.2 Describe the <b>cognitive</b> needs of the individual with stroke
5.3 Describe the <b>health needs</b> that may be associated with stroke

<b>Learning outcome</b>
<p>The learner will:</p> <p>6. Understand the importance of adopting a person centred approach in stroke care management</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>6.1 Explain how <b>person centred values</b> must influence all aspects of stroke care management</p> <p>6.2 Explain the importance of working in partnership with <b>others</b> to support care management</p> <p>6.3 Describe the importance of working in ways that promote <b>active participation</b> in stroke care management</p>

# Unit 301                      Understand stroke care management

## Supporting information

### Guidance

**Aphasia and apraxia:** these terms are often used interchangeably with dysphasia and dyspraxia

**Effects of stroke** may include

- Aphasia
- Apraxia
- Dysarthria

**Changes in the brain**

- The dominant side of the brain
- Non dominant side

**Aids** may include:

- High tech (electronic technology)
- Low tech (anything non electronic)

**Physical effects** may include

- Fatigue
- Mobility
- Continence
- Pain
- Spatial awareness

**National and local guidelines:** policies, protocols and best practice guidelines

**Sensory** includes:

- Vision
- Hearing

**Lifestyle** includes

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

- Leisure

**Psychological and emotional needs** may include

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

**Cognitive needs** may include

- Memory loss
- Perception
- Lack of inhibition
- Personality changes
- Emotional lability

**Health needs**

- Medication
- Co-morbidity
- Complications e.g.
  - Aspiration
  - Airway obstruction
  - Hypoxia
  - Hypotension
  - Hypertension
  - Hyperglycaemia
  - Bed sores

**Repetition:** this could mean repeating day to day activities or therapeutic remedies

**Person centred values** include

- Individuality
- Rights
- Choices
- Privacy
- Independence
- Dignity
- Respect
- Partnership

**Others** may include

- Partner
- Family



- Friends
- Neighbours
- Care worker
- Colleague
- Manager
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Clinical nurse specialists

**Active participation** is a way of working that regards individuals as active partners in their own support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

## Unit 302

## Support individuals to manage dysphagia

<b>UAN:</b>	<b>L/602/4007</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to CHS159.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those who support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia

<b>Learning outcome</b>
The learner will: 1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines
<b>Assessment criteria</b>
The learner can: 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia 1.2 Describe why <b>individuals</b> with dysphagia should be encouraged to promote their own health and wellbeing 1.3 Describe the types of skill development activities that can be carried out with individuals to help them develop swallowing skills

<b>Learning outcome</b>
The learner will: 2. Understand how dysphagia affects individuals
<b>Assessment criteria</b>
The learner can: 2.1 Describe the main clinical causes of dysphagia 2.2 Outline how to recognise the main types of dysphagia 2.3 Identify major risks and secondary difficulties associated with dysphagia 2.4 Describe the anatomy and physiology relevant to maintaining a safe swallow

2.5 Explain how an individual's ability to swallow is affected by:

- sensory impairment
- loss of bodily function
- loss of cognition

2.6 Explain how to provide a suitable environment for affected individuals

### **Learning outcome**

The learner will:

3. Know the importance of nutritional intake for individuals with dysphagia

### **Assessment criteria**

The learner can:

- 3.1 Describe the impact of oral intake on nutrition for an individual with dysphagia
- 3.2 Describe safe practices with regard to preparing oral intake
- 3.3 Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia

### **Learning outcome**

The learner will:

4. Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes

### **Assessment criteria**

The learner can:

- 4.1 Confirm the individual's identity and gain **valid consent** prior to carrying out the therapy programme
- 4.2 Explain the skill development activities to the individual/carer
- 4.3 Support the individual's **active participation** with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice
- 4.4 Provide oral intake in the consistency and appearance outlined in the individual's care programme
- 4.5 Provide the individual with sufficient time to practice newly developed skills
- 4.6 Provide the individual/carer with information and advice, as instructed by the specialist, in regards to self-management

### **Learning outcome**

The learner will:

5. Be able to provide information to colleagues regarding individuals' treatment

### **Assessment criteria**

The learner can:

- 5.1 Update records regarding the support provided, in line with local policy and protocol

5.2 Provide feedback to the individual's therapist and care team to aid future care planning

## Unit 302                      Support individuals to manage dysphagia

### Supporting information

#### Guidance

**Individuals** can be adults, children and young people or older people

**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.

## Unit 303

## Support individuals with specific communication needs

<b>UAN:</b>	<b>T/601/8282</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to HSC 369 and HSC 370.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication

<b>Learning outcome</b>
The learner will: 1. Understand specific communication needs and factors affecting them
<b>Assessment criteria</b>
The learner can: 1.1 Explain the importance of meeting an individual's communication needs 1.2 Explain how own role and practice can impact on communication with an individual who has specific communication needs 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 <b>aids</b> to support individuals to communicate 1.6 Describe the potential effects on an <b>individual</b> of having unmet communication needs

<b>Learning outcome</b>
The learner will: 2. Contribute to establishing the nature of specific communication needs of individuals and ways to address them
<b>Assessment criteria</b>
The learner can:

- 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

#### **Learning outcome**

The learner will:

- 3. Interact with individuals using their preferred communication

#### **Assessment criteria**

The learner can:

- 3.1 Prepare the environment to facilitate 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

#### **Learning outcome**

The learner will:

- 4. Promote communication between individuals and others

#### **Assessment criteria**

The learner can:

- 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

#### **Learning outcome**

The learner will:

- 5. Know how to support the use of communication technology and aids

#### **Assessment criteria**

The learner can:

- 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

<b>Learning outcome</b>
<p>The learner will:</p> <p>6. Review an individual's communication needs and the support provided to address them</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>6.1 Collate <b>information</b> about an individual's communication and the support provided</p> <p>6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided</p> <p>6.3 Work with others to identify ways to support the continued development of communication</p>



## Unit 303

## Support individuals with specific communication needs

### Supporting information

#### Guidance

An **individual** is someone with specific communication needs who requires care or support

**Aids** may include:

- Technological aids
- Human aids

**Others** may include:

- Family
- Advocates
- Specialist communication professionals
- Others who are important to the individual's well-being

**Information** may include:

- Observations
- Records
- Feedback from the individual and others

## Unit 304

## Assist others to monitor individuals' progress in managing dysphagia

<b>UAN:</b>	<b>R/602/4008</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	38
<b>Relationship to NOS:</b>	This unit is linked to CHS160.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those who assist members of the care team to monitor individuals' progress with managing dysphagia

<b>Learning outcome</b>
The learner will: 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia
<b>Assessment criteria</b>
The learner can: 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice related to monitoring <b>individuals</b> with dysphagia.

<b>Learning outcome</b>
The learner will: 2. Understand how to assist others in monitoring the progress of individuals with dysphagia
<b>Assessment criteria</b>
The learner can: 2.1 Explain the importance of regularly monitoring an individual's progress in managing dysphagia 2.2 Explain how to assist others to monitor an individual's progress 2.3 Explain the importance of monitoring an individual's progress in a constructive and encouraging manner 2.4 Outline how to create an environment where open and confidential discussions with the individual can take place

- 2.5 Explain the importance of the environmental conditions required by the individual
- 2.6 Explain the importance of the support required by the individual

### Learning outcome

The learner will:

3. Know the action to take as a result of the monitoring undertaken

### Assessment criteria

The learner can:

- 3.1 Outline the action to take if adverse issues and risks emerge
- 3.2 Outline how and when information should be fed back and to whom
- 3.3 Outline record keeping practices and procedures in relation to diagnostic and therapeutic programmes

### Learning outcome

The learner will:

4. Be able to assist others in monitoring individual's progress in managing dysphagia

### Assessment criteria

The learner can:

- 4.1 Confirm the individual's identity and gain **valid consent** prior to carrying out the monitoring activity
- 4.2 Work with the individual and others to identify areas of progress and difficulty
- 4.3 Assist others in recording information
- 4.4 Assist others in setting goals with the individual
- 4.5 Reinforce positive feedback and advice provided by **others**, regarding the individual's approach to managing their dysphagia
- 4.6 Assist others to support the individual's **active participation** in managing their dysphagia
- 4.7 Assist others to support the individual to increase their understanding of dysphagia

### Learning outcome

The learner will:

5. Be able to report and record an individuals progress in managing their dysphagia

### Assessment criteria

The learner can:

- 5.1 Provide regular feedback on the individual's progress to the care team, alerting them immediately with any specific issues or risks that need urgent attention
- 5.2 Update records in line with local policy and protocol

## Unit 304

## Assist others to monitor individuals' progress in managing dysphagia

### Supporting information

#### Guidance

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

**Individuals** can be adults, neonates, children and young people or older people

**Others** can be members of the care team

**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.

## Unit 305

## Support individuals during a period of change

<b>UAN:</b>	<b>M/601/7907</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	29
<b>Relationship to NOS:</b>	This unit is linked to the HSC 382 Support individuals to prepare for, adapt to and manage change.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</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 support individuals during a period of change

<b>Learning outcome</b>
The learner will: 1. Understand reasons for and responses to change
<b>Assessment criteria</b>
The learner can: 1.1 Describe <b>types of change</b> that may occur in the course of an <b>individual's</b> 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

<b>Learning outcome</b>
The learner will: 2. Support individuals to plan how to manage or adapt to change
<b>Assessment criteria</b>
The learner can: 2.1 Work with individuals and <b>others</b> 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 <b>plan</b> 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

<b>Learning outcome</b>
The learner will: 3. Support individuals to manage or adapt to change
<b>Assessment criteria</b>
The learner can: 3.1 Carry out agreed role and responsibilities for supporting change, in ways that promote <b>active participation</b> 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

<b>Learning outcome</b>
The learner will: 4. Evaluate the support provided during a period of change
<b>Assessment criteria</b>
The learner can: 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

# Unit 305                      Support individuals during a period of change

## Supporting information

### Guidance

**Types of change** include changes that are:

- Positive
- Negative
- Chosen
- Unchosen
- Temporary
- Permanent

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

**Others** may include:

- Carers
- Friends and relatives
- Professionals
- Others who are important to the individual's well-being

The **plan** to manage a change may incorporate:

- the individual's preferences associated with the change
- existing skills or knowledge the individual has that will help them manage the change
- new skills or knowledge the individual may need to develop in order to manage the change
- resources and expertise for managing the change that exist within the individual's personal network
- additional resources, support or expertise needed
- ways to address risks that may arise from a change

**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>UAN:</b>	<b>M/601/3467</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Relationship to NOS:</b>	This unit is linked to the Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss.

<b>Learning outcome</b>
The learner will:
1. Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these
<b>Assessment criteria</b>
The learner can:
1.1 Analyse how a range of <b>factors</b> can impact on individuals with <b>sensory loss</b>
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

<b>Learning outcome</b>
The learner will:
2. Understand the importance of effective communication for individuals with sensory loss
<b>Assessment criteria</b>
The learner can:
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>• Deafblindness</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



<b>Learning outcome</b>
The learner will: 3. Understand the main causes and conditions of sensory loss
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome</b>
The learner will: 4. Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken
<b>Assessment criteria</b>
The learner can: 4.1 Identify the indicators and signs of: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness</li> <li>• explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status</li> </ul> 4.2 Identify sources of support for those who may be experiencing onset of sensory loss

## **Unit 306            Understand sensory loss**

### Supporting information

#### **Guidance**

**Sensory Loss** could include:

- Sight loss
- Hearing loss
- Deafblindness

**Factors** could include:

- Communication
- Information
- Familiar layouts and routines
- Mobility

<b>UAN:</b>	<b>T/601/9495</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	7
<b>GLH:</b>	53
<b>Relationship to NOS:</b>	This unit is linked to HSC 385.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</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 support end of life care.

<b>Learning outcome</b>
The learner will:
1. Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life
<b>Assessment criteria</b>
The learner can:
1.1 Outline legal requirements and <b>agreed ways of working</b> designed to protect the rights of individuals in end of life care
1.2 Explain how <b>legislation</b> designed to protect the rights of individuals in end of life care applies to own job role

<b>Learning outcome</b>
The learner will:
2. Understand factors affecting end of life care
<b>Assessment criteria</b>
The learner can:
2.1 Outline key points of theories about the emotional and psychological processes that <b>individuals</b> and <b>key people</b> 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 why key people may have a distinctive role in an individual's 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

<b>Learning outcome</b>
The learner will: 3. Understand advance care planning in relation to end of life care
<b>Assessment criteria</b>
The learner can: 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 <b>advance care planning</b> 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

<b>Learning outcome</b>
The learner will: 4. Provide support to individuals and key people during end of life care
<b>Assessment criteria</b>
The learner can: 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 well-being 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

<b>Learning outcome</b>
The learner will: 5. Understand how to address sensitive issues in relation to end of life care
<b>Assessment criteria</b>
The learner can: 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

### Learning outcome

The learner will:

6. Understand the role of organisations and support services available to individuals and key people in relation to end of life care

### Assessment criteria

The learner can:

- 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

### Learning outcome

The learner will:

7. Access support for the individual or key people from the wider team

### Assessment criteria

The learner can:

- 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 key people

### Learning outcome

The learner will:

8. Support individuals through the process of dying

### Assessment criteria

The learner can:

- 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

<b>Learning outcome</b>
The learner will: 9. Take action following the death of individuals
<b>Assessment criteria</b>
The learner can: 9.1 Explain why it is important to know about an individual's wishes for their after-death care 9.2 Carry out <b>actions</b> 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

<b>Learning outcome</b>
The learner will: 10. Manage own feelings in relation to the dying or death of individuals
<b>Assessment criteria</b>
The learner can: 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 307                      Support individuals at the end of life

## Supporting information

### Guidance

**Legislation and agreed ways of working** will include policies and procedures where these apply, and may relate to:

- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults

**Systems for advance care planning** may include:

- Gold Standard Framework
- Preferred Priorities for Care

An **individual** is the person requiring end of life care

**Key people** may include:

- Family members
- Friends
- Others who are important to the well-being of the individual

**Support organisations and specialist services** may include:

- Nursing and care homes
- Specialist palliative care services
- Domiciliary, respite and day services
- Funeral directors

**Other members of the team** may include:

- Line manager
- Religious representative

## Unit 308

## Support individuals who are bereaved

<b>UAN:</b>	<b>A/601/7909</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the HSC 384.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</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 support individuals who are bereaved.

<b>Learning outcome</b>
The learner will: 1. Understand the effects of bereavement on individuals
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome</b>
The learner will: 2. Understand principles for supporting individuals who are bereaved
<b>Assessment criteria</b>
The learner can: 2.1 Compare the key points of theories of bereavement that assist in supporting <b>individuals</b> 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



<b>Learning outcome</b>
The learner will: 3. Support individuals to express their response to loss
<b>Assessment criteria</b>
The learner can: 3.1 Create an environment where the individual has privacy to express their emotions 3.2 Demonstrate <b>active listening</b> skills to support the individual to express their thoughts, feelings and distress

<b>Learning outcome</b>
The learner will: 4. Support individuals who are bereaved
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome</b>
The learner will: 5. Understand the role of specialist agencies in supporting individuals who are bereaved
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome</b>
<p>The learner will:</p> <p>6. Manage own feelings when providing support for individuals who are bereaved</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved</p> <p>6.2 Use support systems to help manage own feelings</p>

## Unit 308                      Support individuals who are bereaved

### Supporting information

Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

#### Guidance

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

**Active Listening** includes:

- Ability to pick up on non-verbal cues
- Listening for key words as signposts to emotions
- Understanding the meaning of silence
- Using body language and facial expression to indicate interest and empathy

**Others** may include:

- Carers
- Friends and relatives
- Line manager
- Others who are important to the individual's well-being

## Unit 309

## Promote nutrition and hydration in health and social care settings

<b>UAN:</b>	<b>T/503/2575</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	32
<b>Relationship to NOS:</b>	This unit is linked to HSC 213.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	This unit is aimed at learners who work in a wide range of health and social care settings. The unit develops the learners' knowledge and skills in planning and promoting health and wellbeing through nutrition and hydration. It covers nutritional monitoring and screening and develops an understanding of the roles and responsibilities of other key professionals.

<b>Learning outcome</b>
The learner will: 1. Understand what makes up a balanced diet
<b>Assessment criteria</b>
The learner can: 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 <b>health</b> and <b>wellbeing</b> 1.5 Explain what adaptations to a balanced diet may be required for <b>different groups</b>

<b>Learning outcome</b>
The learner will: 2. Understand nutritional guidelines
<b>Assessment criteria</b>
The learner can: 2.1 Summarise current national <b>nutritional guidelines</b> for a balanced diet

2.2 Explain how to access additional support and information relating to nutrition and hydration

**Learning outcome**

The learner will:

3. Be able to promote nutrition in health and social care settings

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

4. Be able to promote hydration in health and social care settings

**Assessment criteria**

The learner can:

4.1 Explain the importance of hydration

4.2 Describe signs of dehydration

4.3 Demonstrate ways to support and promote hydration with individuals

4.4 Evaluate the effectiveness of different ways of supporting and promoting hydration

**Learning outcome**

The learner will:

5. Understand how to prevent malnutrition in health and social care settings

**Assessment criteria**

The learner can:

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**

<b>Learning outcome</b>
The learner will: 6. Be able to carry out nutritional screening in health and social care settings
<b>Assessment criteria</b>
The learner can: 6.1 Describe the purpose of <b>nutritional screening</b> 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

<b>Learning outcome</b>
The learner will: 7. Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings
<b>Assessment criteria</b>
The learner can: 7.1 Describe the roles and responsibilities of <b>others</b> 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 <b>plan of care</b>

<b>Learning outcome</b>
The learner will: 8. Understand factors that affect special dietary requirements in health and social care settings
<b>Assessment criteria</b>
The learner can: 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 <b>special dietary requirements</b> 8.4 Explain why it is important for individuals with special dietary requirements to follow special diets

## Unit 309

## Promote nutrition and hydration in health and social care settings

### Supporting information

#### Guidance

**Balanced diet** is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health

**Different groups** may include:

- older people that are in good health
- People of different genders
- People with health problems
- People with dementia
- People with disabilities
- People with learning disabilities
- People from different cultures
- Vegetarians and vegans etc

**Factors** can include:

- Culture and religion
- Individual preferences and habits
- Physical factors – positioning, oral hygiene etc
- Psychological factors – depression, eating disorders etc
- Income, lifestyle and social convention
- Advertising and fads
- Family and peer group influences
- Ethics, morals and political beliefs
- Neglect

**Fortification** involves the enriching of food or drink and could include the addition of the following items to increase energy and nutrient content: milk powder, evaporated milk, cheese, butter, cream, sugar, syrup, dried fruits, figs, prunes, potatoes, branded food fortifications etc

**Health** refers to general physical health and healthy weight (ie BMI in the accepted range for the individual's group)

**Healthy diet** is one based on sound nutritional principles. It would usually feature

- High consumption of fruits and vegetables
- Low consumption of red meat and fatty foods
- Meals based on starch foods

- Raw foods and whole grains are preferred to processed or refined foods
- Protein primarily from fish, dairy products, nuts
- Low consumption of salt, pepper, sugar, saturated fats, coffee and other caffeinated beverages
- Low consumption of alcohol
- Drinking plenty of water
- Organic and/or unprocessed foods—ie, produced without pesticides and chemical preservatives

**Individual** is someone requiring care or support

**Nutritional guidelines** refers to the latest national guidance for appropriate groups

**Nutritional supplements** are products with potential health benefits that are added to the diet when it lacks some or all of the following: energy, protein, vitamins or minerals (eg nutritional supplement drinks, vitamin and mineral additives)

**Others** may include:

- the individual
- family and friends
- carers
- colleagues
- other professionals eg district nurses, GP's, dieticians, speech and language therapist etc

**Plan of care** records the day to day requirements and preferences for care and support. It may be known by another name eg care plan, support plan, individual plan.

**Risk factors** could include those listed under 'factors' and also:

- Dysphagia - eating, drinking or swallowing problems
- Effects of medication
- Communication
- Understanding of healthy and balanced diet appropriate to the individual

**Special diets/special dietary requirements** in this context may include therapeutic diets for an illness or condition (eg food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease) or may include those that may *prevent / limit / promote / meet* one or more of the following:

- Aspiration/choking
- Appetite
- Weight (ie underweight or overweight)
- Personal choice and control (eg vegan and vegetarian or cultural and religious choices)

**Wellbeing** refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life



## Unit 310

## Enable individuals with behavioural difficulties to develop strategies to change their behaviour

<b>UAN:</b>	<b>L/601/9034</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	8
<b>GLH:</b>	41
<b>Relationship to NOS:</b>	This unit is linked to HSC 396 (MH45)/HSC 397 (MH27)-partially.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies.

<b>Learning outcome</b>
The learner will: 1. Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour
<b>Assessment criteria</b>
The learner can: 1.1 Describe how legislation affects policy and practice when working with individuals to manage their behaviour 1.2 Describe the <b>methods and approaches</b> available to help an individual change their behaviour

<b>Learning outcome</b>
The learner will: 2. Understand the factors that influence behaviour
<b>Assessment criteria</b>
The learner can: 2.1 Explain how different <b>factors relating to the individual</b> can affect behaviour 2.2 Describe the potential effects of the environment and the behaviour of <b>others</b> on individuals

<b>Learning outcome</b>
The learner will: 3. Work with individuals to recognise the impact of their behaviour on others
<b>Assessment criteria</b>
The learner can: 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 others 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

<b>Learning outcome</b>
The learner will: 4. Enable people to develop strategies for changing behavioural responses
<b>Assessment criteria</b>
The learner can: 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 <b>agreed ways of working</b> 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

<b>Learning outcome</b>
The learner will: 5. Evaluate and review strategies for changing behavioural responses
<b>Assessment criteria</b>
The learner can: 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 310

## Enable individuals with behavioural difficulties to develop strategies to change their behaviour

### Supporting information

#### Guidance

**Methods and approaches** include:

- Motivational interviewing
- Cognitive behavioural therapy
- Solution focused therapy
- Adult learning methods.

**Factors relating to the individual** may include:

- culture
- gender
- beliefs
- personality
- illness
- side effects of medication.

**Others** may include:

- family members
- other health and social care workers
- others who are important to the individual's well-being

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

<b>UAN:</b>	<b>F/601/3764</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	44
<b>Relationship to NOS:</b>	This unit is linked to the HSC 326, 337 and 398.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour

<b>Learning outcome</b>
The learner will:
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support
<b>Assessment criteria</b>
The learner can:
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 <b>challenging behaviour</b>
1.6 Describe safeguards that must be in place if restrictive physical interventions are used

<b>Learning outcome</b>
The learner will:
2. Understand the context and use of proactive and reactive strategies
<b>Assessment criteria</b>
The learner can:
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 and 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 <b>individual's well being</b> of using reactive rather than proactive strategies

<b>Learning outcome</b>
The learner will:
3. Promote positive behaviour
<b>Assessment criteria</b>
The learner can:
3.1 Explain how a range of <b>factors</b> 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 individual's behaviour in order to reinforce positive behaviour
3.4 Demonstrate how to model to <b>others</b> best practice in promoting positive behaviour

<b>Learning outcome</b>
The learner will:
4. Respond appropriately to incidents of challenging behaviour
<b>Assessment criteria</b>
The learner can:
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 incidents 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

<b>Learning outcome</b>
The learner will:
5. Support individuals and others following an incident of challenging behaviour
<b>Assessment criteria</b>

The learner can:

- 5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
- 5.2 Describe how an individual can be supported to reflect on an incident including:
  - how they were feeling at the time prior to and directly before the incident
  - their behaviour
  - the consequence of their behaviour
  - how they were feeling after the incident
- 5.3 Describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour
- 5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour
- 5.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour

### Learning outcome

The learner will:

6. Review and revise approaches to promoting positive behaviour

### Assessment criteria

The learner can:

- 6.1 Work with others to analyse the **antecedent, behaviour and consequences** of an incident of challenging behaviour
- 6.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
- 6.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour

# Unit 311 Promote positive behaviour

## Supporting information

### Guidance

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

- Repetitive / obsessive
- Withdrawn
- Aggressive
- Self-injurious
- Disruptive
- Anti-social or illegal
- Verbally abusive

**Individual:** Child, young person or adult accessing a service

**Well Being** eg

- Emotional
- Psychological
- Physical

### Factors

- Communication
- Environment
- Power imbalance
- Excessive demands
- Boredom
- Inconsistent approaches
- Lack of boundaries or goals
- Emotional expression
- Sensory needs
- Physical Health
- Mental Health
- An individual's past experiences
- Age and gender

**Others** may include:

- The individual
- Colleagues
- Families or carers
- Other professionals
- Members of the public
- Advocates



**Antecedent, behaviour and consequences:**

- Antecedent is what happens before the behaviour
- Behaviour is the actions that are perceived as challenging behaviour or unwanted
- Consequences are what happened as a result of the behaviour

## Unit 312

## Provide support to maintain and develop skills for everyday life

<b>UAN:</b>	<b>L/601/8028</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	This unit is linked to the HSC344.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

<b>Learning outcome</b>
The learner will: 1. Understand the context of supporting skills for everyday life
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome</b>
The learner will: 2. Support individuals to plan for maintaining and developing skills for everyday life
<b>Assessment criteria</b>
The learner can: 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 <b>plan</b> 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

#### **Learning outcome**

The learner will:

- 3. Support individuals to retain, regain or develop skills for everyday life

#### **Assessment criteria**

The learner can:

- 3.1 Provide agreed support to develop or maintain skills, in a way that promotes **active participation**
- 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

#### **Learning outcome**

The learner will:

- 4. Evaluate support for developing or maintaining skills for everyday life

#### **Assessment criteria**

The learner can:

- 4.1 Work with an individual and others to agree criteria and processes for evaluating support
- 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 **agreed ways of working**

## Unit 312      Provide support to maintain and develop skills for everyday life

### Supporting information

#### Guidance

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

**Others** may include:

- Family
- Advocates
- Team members
- Line Manager
- Specialists
- Others who are important to the individual's well-being

The **plan** may include:

- Goals (short, medium and long term)
- The type and level of support needed to achieve goals
- Roles and responsibilities
- Ways to address any associated risks
- Ways to monitor the plan

**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

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

## Unit 313

## Provide support to continue recommended therapies

<b>UAN:</b>	<b>A/601/9028</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to HSC352.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

<b>Learning outcome</b>
The learner will: 1. Understand the importance of supporting individuals to continue recommended therapies
<b>Assessment criteria</b>
The learner can: 1.1 Analyse the potential benefits of recommended <b>therapies</b> 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

<b>Learning outcome</b>
The learner will: 2. Encourage individuals to complete activities recommended by therapists
<b>Assessment criteria</b>
The learner can: 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

**Learning outcome**

The learner will:

3. Provide support to continue recommended therapy

**Assessment criteria**

The learner can:

3.1 Clarify with the therapist the **information** needed before providing support for the therapy

3.2 Promote **active participation** during therapy

3.3 **Address difficulties** encountered during therapy

3.4 Provide constructive feedback and encouragement to the individual during therapy

**Learning outcome**

The learner will:

4. Observe, record and report on observations during recommended therapy

**Assessment criteria**

The learner can:

4.1 Establish with the individual and **others** what observations need to be made during therapy sessions

4.2 Carry out agreed observations

4.3 Record agreed observations as required

4.4 Report on the findings of observations to individuals and others

**Learning outcome**

The learner will:

5. Contribute to evaluation and review of recommended therapies

**Assessment criteria**

The learner can:

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

## Unit 313      Provide support to continue recommended therapies

### Supporting information

#### Guidance

**Therapies** may include:

- Occupational therapy
- Physiotherapy
- Hydrotherapy
- Aromatherapy

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

**Information** may include:

- Intended outcomes of the therapy
- Activities needed to continue the therapy
- Learner's role and responsibilities
- How to set up the environment and use equipment and materials
- Most effective ways of supporting an individual

**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.

Ways to **address difficulties** may include

- Making adjustments to the level or type of support provided
- Stopping therapy activities if individual is in pain or distress
- Seeking additional support from therapists and others when problems and difficulties are beyond own competence

**Others** may include:

- Family
- Friends
- Advocates
- Specialist therapists
- Others who are important to the individual's well-being.

## Unit 314

## Promote person centred approaches in health and social care

<b>UAN:</b>	<b>Y/601/8145</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	41
<b>Relationship to NOS:</b>	This unit is linked to HSC 35, HSC 332 and HSC 350.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</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</b>
The learner will: 1. Understand the application of person centred approaches in health and social care
<b>Assessment criteria</b>
The learner can: 1.1 Explain how and why <b>person-centred values</b> must influence all aspects of health and social care work 1.2 Evaluate the use of <b>care plans</b> in applying person centred values

<b>Learning outcome</b>
The learner will: 2. Work in a person-centred way
<b>Assessment criteria</b>
The learner can: 2.1 Work with an <b>individual</b> and <b>others</b> to find out the individual's history, preferences, 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



<b>Learning outcome</b>
The learner will: 3. Establish consent when providing care or support
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome</b>
The learner will: 4. Implement and promote active participation
<b>Assessment criteria</b>
The learner can: 4.1 Describe different ways of applying <b>active participation</b> to meet individual needs 4.2 Work with an individual and others to agree how active participation 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

<b>Learning outcome</b>
The learner will: 5. Support the individual's right to make choices
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome</b>
The learner will: 6. Promote individuals well-being
<b>Assessment criteria</b>
The learner can: 6.1 Explain the links between identity, self image and self esteem

- 6.2 Analyse factors that contribute to the **well-being** 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

<b>Learning outcome</b>
The learner will: 7. Understand the role of risk assessment in enabling a person centred approach
<b>Assessment criteria</b>
The learner can: 7.1 Compare different uses of risk assessment in health and social care 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

- 7. Understand the role of risk assessment in enabling a person centred approach

- 7.1 Compare different uses of risk assessment in health and social care
- 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 314 Promote person centred approaches in health and social care

## Supporting information

### Guidance

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

**Person centred values** include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

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

**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

**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; the 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:

- Spiritual
- Emotional
- Cultural
- Religious
- Social
- Political.

## Unit 401

## Implement the positive behavioural support model

<b>UAN:</b>	<b>T/601/9738</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	8
<b>GLH:</b>	61
<b>Relationship to NOS:</b>	This unit is linked to HSC 326, 337 and 398.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	<p>This unit is aimed at those working with individuals who have complex needs / continuing health care / severe challenging behaviour.</p> <p>It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model.</p>

<b>Learning outcome</b>
The learner will: 1. Understand the context of the Positive Behavioural Support model
<b>Assessment criteria</b>
The learner can: 1.1 Explain how <b>positive behavioural support</b> has been influenced by: <ul style="list-style-type: none"><li>• <b>applied behaviour analysis</b> (aba)</li><li>• <b>social role valorisation</b> (srv)</li></ul> 1.2 Summarise current legislation and policy guidance relating to positive behavioural support

<b>Learning outcome</b>
The learner will: 2. Understand the term 'challenging behaviour'
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome</b>
The learner will: 3. Understand the context in which challenging behaviour occurs
<b>Assessment criteria</b>
The learner can: 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>

<b>Learning outcome</b>
The learner will: 4. Contribute to the functional analysis in relation to an individual's challenging behaviour
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome</b>
The learner will: 5. Understand the key characteristics of Positive Behavioural Support
<b>Assessment criteria</b>
The learner can: 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 <b>social validity</b> in the positive behavioural support model

<b>Learning outcome</b>
The learner will: 6. Implement primary prevention strategies
<b>Assessment criteria</b>
The learner can: 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 social validity of an agreed primary prevention strategy for an individual

<b>Learning outcome</b>
The learner will: 7. Use a person centred approach to develop plans that promote participation
<b>Assessment criteria</b>
The learner can: 7.1 Explain how <b>active support</b> can help prevent challenging behaviour by improving an individual's quality of life 7.2 Analyse the role of structure and daily planning in primary prevention for individuals 7.3 <b>Review</b> 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

<b>Learning outcome</b>
The learner will: 8. Implement secondary prevention strategies
<b>Assessment criteria</b>
The learner can: 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

#### **Learning outcome**

The learner will:

- 9. Implement non aversive reactive strategies

#### **Assessment criteria**

The learner can:

- 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 **post-incident support**
- 9.7 Identify own preferred post-incident support

#### **Learning outcome**

The learner will:

- 10. Understand and implement Positive Behavioural Support Plans

#### **Assessment criteria**

The learner can:

- 10.1 Explain the purpose and importance of **positive behaviour support plans** 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 401                      Implement the positive behavioural support model

## Supporting information

### 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 (eg too busy, boring)
- Institutional-style setting (eg block treatment, rigid routines)
- Poor service organisation (eg. inexperienced carers)
- Inappropriate social environment (eg overly restrictive, limited choice)
- Environmental pollutants (eg. 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.

**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.

**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.

### **Levels of help**

Graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.

### **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.

**Review** should take place involving the individual as much as is possible

**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.



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLLA/e-volve assessments.

## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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#### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: **[intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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#### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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#### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: **[singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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#### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **[intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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#### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **[walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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#### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: **[business@cityandguilds.com](mailto:business@cityandguilds.com)**

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#### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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