



City & Guilds Level 2 Diploma in Health and Social Care (Northern Ireland) (3086-02)

August 2019 Version 2.1

Qualification Handbook

Qualification at a glance

City & Guilds number	3086
Entry requirements	None
Assessment types	Portfolio
Approvals	Automatic approval for existing centres/Full approval for new centres
Support materials	Qualification Handbook Learning Assistant
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH (min)	TQT	City & Guilds qualification number	QAN
City & Guilds Level 2 Diploma in Health and Social Care (Northern Ireland)	339	460	3086-02	603/5088/X

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1 Introduction

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

Area	Description
Who is the qualification for?	<p>The City & Guilds Level 2 Diploma in Health and Social Care (Northern Ireland) is a competence-based qualification specifically designed for learners working or wanting to work in Health and Social Care in Northern Ireland in a range of roles, for example:</p> <ul style="list-style-type: none">• Domiciliary Care Worker• Care Assistant• Day Care Worker• Adult Residential Care Worker• Family Support Worker
What does the qualification cover?	<p>It allows learners to learn about health and social care and to develop and refine practical and technical skills required for employment and/or career progression in the health and social care sector.</p>
What opportunities for progression are there?	<p>Learners may progress within employment and, provided they are in an appropriate role, on to the following City & Guilds qualifications:</p> <ul style="list-style-type: none">• 3086-03 City & Guilds Level 3 Diploma in Health and Social Care (Northern Ireland)
Who did we develop the qualification with?	<p>Northern Ireland Social Care Council (NISCC), external stakeholders, other awarding organisations</p>
Is it part of an apprenticeship framework or initiative?	<p>Yes</p>

Structure - City & Guilds Level 2 Diploma in Health and Social Care (Northern Ireland)

To achieve the City & Guilds Level 2 Diploma in Health and Social Care (Northern Ireland) learners must achieve a total of 46 credits. A total of 31 credits to come from the mandatory units and a minimum of 15 credits from the optional units available.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory			
201	Principles and values	90	13
202	Health and wellbeing	60	9
203	Communication and information sharing	28	4
204	Continuing professional development in the context of Health and Social Care	35	5
Optional			
205	Dementia awareness	7	2
206	The principles of infection prevention and control	30	3
207	Causes and spread of infection	20	2
208	Understand the context of supporting individuals with learning disabilities	35	4
209	Introductory awareness of autistic spectrum conditions	17	2
210	Understand physical disability	19	2
211	Understand the impact of acquired brain injury on individuals	25	3
212	Introductory awareness of sensory loss	16	2
213	Introductory awareness of models of disability	15	2
214	Provide support for mobility	14	2
215	Support participation in learning and development activities	23	3
216	Support independence in the tasks of daily living	33	5
217	Provide support for journeys	17	2
218	Provide support to manage pain and discomfort	15	2
219	Support individuals to access and use information about services and facilities	20	3
220	Support care plan activities	25	2

City & Guilds unit number	Unit title	GLH	Credit
221	Support individuals to eat and drink	15	2
222	Support individuals to meet personal care needs	16	2
223	Contribute to supporting group care activities	21	3
224	Meet food safety requirements when providing food and drink for individuals	15	2
225	Contribute to supporting individuals in the use of assistive technology	19	3
226	Contribute to the support of individuals with multiple conditions and/or disabilities	25	3
227	Provide active support	27	3
228	Support individuals to maintain personal hygiene	17	2
229	Contribute to supporting individuals with a learning disability to access healthcare	27	3
230	Support individuals to negotiate environments	32	4
231	Undertake agreed pressure area care	30	4
232	Move and position individuals in accordance with their care plan	26	4
233	Assist in the administration of medication – NB This unit is barred with unit 309	25	4
305	Understand mental well-being and mental health promotion	20	3
306	Understand mental health problems	14	3
307	Introduction to personalisation in social care	22	3
308	Support individuals to live at home	25	4
309	Support use of medication in social care settings – NB This unit is barred with unit 233	40	5
310	Prepare for and carry out extended feeding techniques	27	4
311	Support individuals at the end of life	53	7

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH (min)	TQT
City & Guilds Level 2 Diploma in Health and Social Care (Northern Ireland)	339	460

2 Centre requirements

Approval

You will be automatically approved to offer the City & Guilds Level 2 Diploma in Health and Social Care (Northern Ireland) (3086-02), if your centre is approved to offer any of the following qualifications:

- City & Guilds Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (4222-22)
- City & Guilds Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (4222-32)
- City & Guilds Level 4 Diploma in Adult Care (Northern Ireland) (3086-40)
- City & Guilds Level 5 Leadership and Management qualifications (3978-64/65/66)

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information <https://www.cityandguilds.com/delivering-our-qualifications/centre-development/quality-assurance/quality-assurance-documents>

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

Resource requirements

Resources

Centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place – this could be full time, part time or voluntary work and either paid or unpaid.

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[s] 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
- Centre staff should hold, or be working towards the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and quality assuring this qualification, and meet the relevant experience requirements
- where assessors or quality assurance staff are working towards qualifications, their assessment and quality assurance decisions should be countersigned by a qualified assessor or quality assurer
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Assessors

- Assessors must be able to demonstrate that they have verifiable, relevant and sufficient occupational competence to evaluate and judge performance and knowledge evidence requirements as set out in the relevant unit learning outcomes and associated assessment criteria
- This will be demonstrated either by holding a relevant qualification or by proven experience of the occupational areas to be assessed. The assessor's competence must, at the very least, be at the same level as that required of the learner(s) in the units being assessed.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Learner entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for learners under 16.

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.

Data protection, confidentiality and legal requirements

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Confidential records used as evidence

Learners may quite appropriately cite confidential records as evidence in their qualification as long as written and informed consent has been attained from the individual or their advocate.

Confidential records should never be included in learners' portfolio of evidence and should be examined in-situ by the qualified occupationally competent assessor. Assessors/learners should describe and record what evidence has been provided and where the evidence is located.

The External Quality Assurer (EQA) may wish to discuss such evidence with the centre as part of the quality assurance process, but would not normally require sight of confidential records.

However, in the unlikely event that the EQA should have concerns about the quality of such evidence, they will, after discussion and agreement with the **quality team**, acquaint the centre management with their concerns. They may also seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

Support materials

The following resources are available for this qualification:

Description	How to access
Qualification Handbook	www.cityandguilds.com
Learning Assistant	www.learningassistant.com

Recording documents

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

City & Guilds endorses several ePortfolio 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.

4 Assessment

Assessment strategy

The City & Guilds Level 2 Diploma in Health and Social Care (Northern Ireland) is a competence-based qualification which is assessed by a portfolio of evidence. The learner is measured against learning outcomes and assessment criteria described in each unit of the qualification. The learner must meet all the learning outcomes within the chosen units and meet the rules of combination to be able to be awarded the qualification.

This qualification and its units must be assessed in line with the set of assessment principles agreed by Skills for Care & Development for use in relevant social care qualifications across the United Kingdom. These Assessment Principles are published on the Skills for Care and Development website: <https://skillsforcareanddevelopment.org.uk/>

Centres must carry out a robust initial assessment to ensure that the learner has the opportunity to provide evidence against all the requirements of the qualification.

There will be a combination of assessment methods for this qualification. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

Direct observation of candidate's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence.

Simulation is not permitted for any of the units within this qualification.

Assessment decisions for skills based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor.

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment, but the final assessment decision must show application of knowledge within the real work environment.

Evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

Confidential records must not to be included in learners' portfolios but must be referred to in the assessment records. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.

The assessor role can be as part of a wider role within an organisation's training department. Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation.

The use of expert witnesses should be determined and agreed by the assessor. An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have **EITHER** any qualification in assessment of workplace performance **OR** a work role which involves evaluating the everyday practice of staff

Expert witnesses can also be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature
- have either any qualification that includes assessment of workplace performance and/or a professional work role which involves evaluating the everyday practice of staff

Summary of assessment methods

Candidates must:

- Have a completed portfolio which includes evidence for each unit. The portfolio will be graded Pass/Fail only

Time constraints

The following must be applied to the assessment of this qualification:

- All evidence must be completed and assessed within the learner's period of registration

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

For this qualification, RPL is allowed.

Observation requirements

The prime source of evidence for the practical and technical skill based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses may provide testimony for the occupationally specific units.

Additional assessment methods or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the assessment criteria are sufficiently evidenced to allow them to demonstrate the consistency of the learner's practice for each unit.

- Expert witnesses may observe learner practice and provide testimony for competence based units. This will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learner's work based performance.
- Work products can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- Professional discussion should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence of the learner's ability to evaluate their knowledge and practice across the qualification.
- Learner/reflective accounts describe learner's actions in particular situations and/or reflect on the reasons for practicing in the ways selected. Reflective accounts also provide evidence that learners can evaluate their knowledge and practice across the activities embedded in this qualification.
- Questions asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- Witness testimonies should be from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is **exerted** to provide it.
- Projects/assignments learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used.
- Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding. NB Confidential records must not be included in learners' portfolios but must be referred to in the assessment records.

Assessment decisions for the technical and skill based assessment criteria must be made by an assessor with appropriate occupational competence.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Learning outcomes, which are comprised of a number of assessment criteria

Range statements, or lists that provide amplification for specific learning outcomes and/or assessment criteria, define the breadth or scope of a specific area by setting out the various circumstances in which they could be applied. Learners are only required to provide performance evidence of range that relate directly to their own job roles. The assessor must use their professional judgement regarding whether evidence to cover other items in the range is required to confer occupational competence or to demonstrate sufficient breadth and depth of knowledge. This should be agreed when planning the assessment.

Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. audio visual). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete tasks but are not required to use all the equipment or commodities in the range.

Units are based on the current version of the relevant NOS.

Unit 201

Principles and values

Unit level:	2
Credit value:	13
GLH:	90
Unit aim:	This unit provides learners with the understanding, knowledge and skills required to work to the values and principles in health and social care. It will provide an understanding of relevant legislation, guidelines and standards and the importance of working in an inclusive way.

Learning outcome

The learner will:

- 1 Be able to establish informed consent when providing care or support

Assessment criteria

The learner can:

- 1.1 Identify legislation, policies and procedures relating to capacity
- 1.2 Define the term 'informed consent'
- 1.3 Explain the importance of establishing informed consent when providing care or support
- 1.4 Obtain informed consent for an activity or action
- 1.5 Explain what steps to take if informed consent cannot be readily established

Learning outcome

The learner will:

- 2 Be able to work in a person-centred way

Assessment criteria

The learner can:

- 2.1 Define the values and person-centred approaches that underpin social care practice
- 2.2 Outline why using a person-centred approach is important in promoting an individual's sense of identity and self esteem
- 2.3 Use appropriate modes of communication to identify
 - 2.3a history
 - 2.3b preferences

- 2.3c beliefs
 - 2.3d culture
 - 2.3e values
 - 2.3f language
 - 2.3g communication preference
 - 2.3h wishes and needs of an individual
 - 2.4 Model person-centred values when implementing the care and/or support plan
 - 2.5 Contribute to the ongoing monitoring and review of the care and/or support plan
-

Range

(AC2.4) **Person-centred values:**

- individuality
 - rights
 - choice
 - privacy
 - independence
 - dignity
 - respect
 - partnership.
-

Learning outcome

The learner will:

- 3 Understand the implications of duty of care

Assessment criteria

The learner can:

- 3.1 Define the term 'duty of care'
 - 3.2 Describe how the duty of care affects own work role
 - 3.3 Describe dilemmas that may arise between the duty of care and an individual's rights
 - 3.4 Describe what process to follow if an individual decides to take an unplanned risk including:
 - 3.4a actions to take
 - 3.4b where to access support and/or advice
 - 3.4c what to do if risk caused immediate or imminent danger
 - 3.5 Describe how duty of care can be maintained while supporting individuals to take risks
-

Learning outcome

The learner will:

- 4 Be able to contribute to the support of positive risk taking for individuals

Assessment criteria

The learner can:

- 4.1 Identify aspects of everyday life in which risk plays a part
 - 4.2 Explain why supporting positive risk-taking should be part of a person-centred approach
 - 4.3 Outline the consequences for individuals when being prevented or discouraged from taking risks
 - 4.4 Support individuals to make informed choices about risks enabling them to lead full and meaningful lives
 - 4.5 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking
 - 4.6 Explain the importance of working within the limits of own role and responsibilities when supporting individuals to take positive risks
 - 4.7 Work within the limits of own role and responsibilities when supporting individuals to take positive risks
-

Range

(AC4.3) **Individual:** An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care. It can also include those accessing health and social care services

(AC4.4) **Full and meaningful:**

- considering the positive and negative consequences of their choices
 - developing self-confidence
 - developing skills
 - take an active part in their community
-

Learning outcome

The learner will:

- 5 Be able to encourage active participation, collaboration and wellbeing

Assessment criteria

The learner can:

- 5.1 Define what is meant by the following terms:
 - 5.1a active participation
 - 5.1b collaboration
 - 5.1c wellbeing
 - 5.2 Describe how active participation and collaborative working with individuals and others promotes independence in daily living
 - 5.3 Use ways to contribute to an environment that promotes wellbeing
 - 5.4 Model ways to reduce the barriers and encourage active participation and collaborative working
 - 5.5 Explain how to support individuals to develop and maintain social networks and relationships
 - 5.6 Support individuals to manage their daily living
-

5.7 Reflect on how active participation and collaborative working has impacted an individual

Range

(AC5.2) **Individual:** An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care. It can also include those accessing health and social care services

Others:

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

Learning outcome

The learner will:

- 6 Be able to support the individual's right to make choices

Assessment criteria

The learner can:

- 6.1 Support an individual to make informed choices
- 6.2 Use agreed risk assessment processes to support the right to make choices
- 6.3 Explain why practitioners' views, beliefs, wishes and preferences should not influence an individual's choices
- 6.4 Reflect on how an individual's informed choices has impacted their wellbeing
-

Learning outcome

The learner will:

- 7 Know how to recognise signs of abuse

Assessment criteria

The learner can:

- 7.1 Define the following types of abuse:
- 7.1a physical abuse
- 7.1b sexual abuse
- 7.1c emotional/psychological abuse
- 7.1d financial abuse
-

- 7.1e institutional abuse
 - 7.1f self-neglect
 - 7.1g neglect by others
 - 7.1h exploitation
 - 7.1i domestic violence and abuse
 - 7.1j human trafficking
 - 7.1k hate crime
- 7.2 Identify the signs, symptoms or indicators associated with each type of abuse
- 7.3 Describe factors that may contribute to an individual being more vulnerable to abuse
-

Range

(AC7.1) **Exploitation – could include:**

- forced marriage

(AC7.3) **Factors:**

- a setting or situation
 - the individual
-

Learning outcome

The learner will:

- 8 Know how to respond to suspected or alleged abuse

Assessment criteria

The learner can:

- 8.1 Explain the actions to take if there are suspicions that an individual is being abused
- 8.2 Explain the actions to take if an individual alleges that they are being abused
- 8.3 Identify ways to ensure that evidence of abuse is preserved
-

Range

(AC8.1) The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take, including whistleblowing if the allegation or suspicion implicates:

- a colleague
 - someone in the individual's personal network
 - the learner
 - the learner's line manager
 - others
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 9.1 Identify national policies and local systems that relate to safeguarding and protection from abuse
- 9.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse
- 9.3 Identify reports into serious failures to protect individuals from abuse
- 9.4 Explain why reports into serious failures are important
- 9.5 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse

Range

(AC9.1) **Local systems:**

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

Learning outcome

The learner will:

- 10 Understand ways to reduce the likelihood of abuse

Assessment criteria

The learner can:

- 10.1 Explain how the likelihood of abuse may be reduced by:
- 10.1a working with person-centred values
- 10.1b encouraging active participation
- 10.1c promoting choice and rights
- 10.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
- 10.3 Describe unsafe practices that may affect the wellbeing of individuals
- 10.4 Explain the actions to take if unsafe practices have been identified

Range

(AC10.1) **Person-centred values:**

- individuality
- rights

- choice
- privacy
- independence
- dignity
- respect
- partnership

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.

(AC10.3) **Unsafe practices:**

- poor working practices
- resource difficulties
- operational difficulties

Learning outcome

The learner will:

- 11 Understand the importance of equality and inclusion

Assessment criteria

The learner can:

- 11.1 Explain what is meant by:
- 11.1a diversity
 - 11.1b equality
 - 11.1c inclusion
 - 11.1d discrimination
- 11.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
- 11.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination

Learning outcome

The learner will:

- 12 Be able to work in an inclusive way

Assessment criteria

The learner can:

- 12.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role

- 12.2 Interact with individuals in ways that respect their beliefs, culture, values and preferences
 - 12.3 Describe how to challenge discrimination in a way that encourages change
-

Learning outcome

The learner will:

- 13 Know how to access information, advice and support about diversity, equality and inclusion

Assessment criteria

The learner can:

- 13.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion
- 13.2 Describe how and when to access information, advice and support about diversity, equality and inclusion

Unit 202

Health and wellbeing

Unit level:	2
Credit value:	9
GLH:	60
Unit aim:	This unit provides learners with the understanding, knowledge and skills to understand their own responsibilities in line with relevant legislation, guidelines and organisational policies and procedures that support an individual's, health and wellbeing.

Learning outcome

The learner will:

- 1 Understand own and others' responsibilities relating to health and safety in the work setting

Assessment criteria

The learner can:

- 1.1 Identify legislation relating to general health and safety in the work setting
- 1.2 Describe the main health and safety responsibilities of:
 - 1.2a self
 - 1.2b the employer or manager
 - 1.2c others in the work setting
- 1.3 Identify tasks relating to health and safety that should not be carried out without specific training
- 1.4 Explain how to access additional support and information relating to health and safety
- 1.5 Describe different types of accidents and sudden illness that may occur in own work setting and procedures to be followed
- 1.6 Explain fire safety procedures in the work setting
- 1.7 Describe practices that prevent fires from:
 - 1.7a starting
 - 1.7b spreading
- 1.8 Describe agreed ways of working for dealing with emergencies or security breaches in the workplace
- 1.9 Explain measures to protect own security and the security of others when:
 - 1.9a accessing or exiting premises
 - 1.9b travelling

Range

- (AC1.1) **Work setting:** refers to situations when staff are outside of their workplace supporting individuals with activities e.g. cafes, theatres, community centres, leisure centres, day centres
- (AC1.3) **Tasks** for example administering medication
- (AC1.6) **Work setting:** refers to situations when staff are outside of their workplace supporting individuals with activities
- (AC1.8) **Workplace:** relates to the individuals place of work e.g.
- residential/nursing homes, domiciliary/day care
- (AC1.9) **Measures** for example ensuring own whereabouts are clearly communicated

Learning outcome

The learner will:

- 2 Understand the use of risk assessments in relation to health and safety

Assessment criteria

The learner can:

- 2.1 Define what is meant by the term 'risk assessment'
- 2.2 Explain why it is important to assess health and safety hazards
 - 2.1a in work setting
 - 2.1b before and during particular activities
 - 2.1c relating to health and hygiene
- 2.3 Explain how and when to report potential health and safety risks
- 2.4 Explain how risk assessment can
 - 2.4a support individuals' choices
 - 2.4b address health and safety concerns
- 2.5 Explain why it is important to monitor and review risk assessments

Learning outcome

The learner will:

- 3 Be able to reduce the spread of infection

Assessment criteria

The learner can:

- 3.1 Explain organisational and legislative requirements policies, procedures and systems relevant to the prevention and control of infection
 - 3.2 Use the recommended method for hand washing
 - 3.3 Apply best practice to reduce the spread of infection
 - 3.4 Describe poor practices that may lead to the spread of infection
 - 3.5 Outline the ways an infective agent might enter the body
 - 3.6 Explain the potential impact of an outbreak of infection on the individual and the organisation
-

Range

(AC3.1) **Organisational and legislative requirements policies, procedures and systems:**

- Control of Substances Hazardous to Health (COSHH)
 - Personal Protective Equipment (PPE)
 - Safe Disposal of Waste (Environmental Protection)
 - Risk assessment (including own risk)
 - Seven step handwashing
 - Nails, watches, jewellery, hair
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
-

Learning outcome

The learner will:

- 4 Be able to move and handle equipment and other objects safely

Assessment criteria

The learner can:

- 4.1 Identify legislation that relates to moving and handling
 - 4.2 Explain principles for moving and handling equipment and other objects safely
 - 4.3 Use methods to move and handle equipment or other objects safely
-

Learning outcome

The learner will:

- 5 Know how to store, use and dispose of hazardous substances and material

Assessment criteria

The learner can:

- 5.1 Identify hazardous substances and materials that may be found in the work setting
 - 5.2 Describe safe practices to:
-

- 5.2a store hazardous substances
 - 5.2b use hazardous substances
 - 5.2c dispose of hazardous substances and materials
-

Range

(AC5.2b) **Hazardous substances:**

- COSHH
 - Organisational policies and procedures
-

Learning outcome

The learner will:

- 6 Know the principles of a balanced diet

Assessment criteria

The learner can:

- 6.1 Outline current government nutritional guidelines for a balanced diet
 - 6.2 List the main food groups
 - 6.3 Identify sources of essential nutrients
 - 6.4 Explain the importance of a balanced diet
 - 6.5 Explain the impact of poor diet on health and wellbeing
-

Range

(AC6.1) **Nutritional guidelines:** Current national guidelines

(AC6.4) **Balanced diet:** Containing a variety of foods to ensure adequate intake of all nutrients that are essential for health

(AC6.5) **Health and Wellbeing:** General physical health and healthy weight (i.e. BMI in the accepted range for the individual's group). A state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life

Learning outcome

The learner will:

- 7 Understand how to plan and promote a balanced diet

Assessment criteria

The learner can:

- 7.1 Outline factors that may affect nutritional intake in individuals
-

- 7.2 Explain how to plan and promote an appropriate balanced diet with an individual
 - 7.3 Describe how a healthy diet can be adapted for different groups
 - 7.4 Outline ways that others can be supported to understand a healthy diet for individuals
-

Range

(AC7.1) **Factors:**

- 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

Individual/s: someone requiring care or support

(AC7.3) **Healthy diet:**

is based on sound nutritional principles which could include:

- high consumption of fruits & vegetables
- low consumption of red meat & fatty foods
- meals based on starch foods
- raw foods & 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 & other caffeinated beverages
- low consumption of alcohol
- drinking plenty of water
- organic and/or unprocessed foods – i.e. produced without pesticides and chemical preservatives.

Different groups:

- 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
- people with food allergies
- people with specific requirements, such as vegetarian and vegan diets.

(AC7.4) **Others:**

- the individual

- family and friends
- carers
- colleagues
- other professionals e.g. district nurses, GP's, dieticians, speech and language therapist etc.

Learning outcome

The learner will:

- 8 Know how to prevent malnutrition

Assessment criteria

The learner can:

- 8.1 List the signs of malnutrition
- 8.2 Describe the risk factors that may lead to malnutrition
- 8.3 Outline ways of increasing nutritional density of foods and drinks through fortification
- 8.4 Outline appropriate use of nutritional supplements

Range

(AC8.2) **Risk factors:** could include those listed under **factors** AC7.1 also:

- dysphagia - eating, drinking or swallowing problems
- effects of medication
- communication
- understanding of healthy and balanced diet appropriate to the individual.

(AC8.3) **Fortification:** involves the enriching of food or drink to increase energy and nutrient content, milk powder and could include:

- evaporated milk
- cheese
- butter
- cream
- sugar
- syrup
- dried fruits
- figs
- prunes
- potatoes
- branded food fortifications

(AC8.4) **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 (e.g. nutritional supplement drinks, vitamin and mineral additives)

Learning outcome

The learner will:

- 9 Know the importance of special dietary requirements

Assessment criteria

The learner can:

- 9.1 Identify instances where individuals have special dietary requirements
9.2 Outline special diets
9.3 Outline the potential risks of not following a special diet

Range

(AC9.1) **Special diets/special dietary requirements:** These could be therapeutic diets for an illness or condition e.g.

- food allergy, diabetes, eating, drinking or swallowing difficulty - dysphagia, coeliac disease

or could include those that may prevent / limit / promote /meet one or more of the following:

- aspiration/choking
- appetite
- weight (i.e. underweight or overweight)
- personal choice and control (e.g. vegan and vegetarian or cultural and religious choices)

(AC9.2) **Special diets/special dietary requirements:** These could be therapeutic diets for an illness or condition e.g.

- food allergy, diabetes, eating, drinking or swallowing difficulty - dysphagia, coeliac disease

or could include those that may prevent / limit / promote /meet one or more of the following:

- aspiration/choking
- appetite
- weight (i.e. underweight or overweight)
- personal choice and control (e.g. vegan and vegetarian or cultural and religious choices)

Learning outcome

The learner will:

- 10 Understand the principles of hydration

Assessment criteria

The learner can:

- 10.1 Explain the importance of hydration
 - 10.2 Describe ways to promote hydration
 - 10.3 Outline the signs of dehydration
 - 10.4 Explain the impact of dehydration on health and wellbeing
-

Learning outcome

The learner will:

- 11 Understand own role in screening and monitoring

Assessment criteria

The learner can:

- 11.1 Outline own responsibilities in relation to screening and monitoring nutrition and hydration with the individual
- 11.2 Identify the importance of records for the screening and monitoring of nutrition and hydration in line with agreed ways of working
- 11.3 Explain actions to take when there are concerns about the nutrition and hydration of individuals

Unit level:	2
Credit value:	4
GLH:	28
Unit aim:	This unit provides learners with the understanding, knowledge and skills required to communicate in a range of situations as well as ensure records and reports are maintained in line with the organisation's policies and procedures.

Learning outcome

The learner will:

- 1 Understand the importance of communication

Assessment criteria

The learner can:

- 1.1 Identify different reasons why people communicate
- 1.2 Identify different methods of communication
- 1.3 Explain the importance of communication in the workplace
- 1.4 Explain how communication affects all aspects of own work

Range

(AC1.2) **Methods:**

- Oral, written, sign language, braille & assistive technology.

Non-verbal communication

- eye contact
- touch
- physical gestures
- body language
- behaviour

Verbal communication

- vocabulary
- linguistic tone
- pitch

Learning outcome

The learner will:

- 2 Be able to meet the communication and language needs, wishes and preferences of individuals

Assessment criteria

The learner can:

- 2.1 Identify an individual's communication and language needs, wishes and preferences
- 2.2 Use communication methods, which meet an individual's communication needs, wishes and preferences
- 2.3 Explain why it is important to observe an individual's reaction when communicating with them

Learning outcome

The learner will:

- 3 Be able to reduce barriers to communication

Assessment criteria

The learner can:

- 3.1 Identify barriers to communication
- 3.2 Use methods that reduce barriers to communication
- 3.3 Use methods to check that communication has been understood
- 3.4 Identify when and how to seek advice to support communication
- 3.5 Identify services and sources of information to enable communication

Range

(AC3.5) **Services** may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

Learning outcome

The learner will:

- 4 Be able to apply principles and practices relating to handling information

Assessment criteria

The learner can:

- 4.1 Explain how legislation, policy and procedures relate to the recording, storing and sharing of information in health and social care
 - 4.2 Define the term 'confidentiality'
 - 4.3 Describe situations where information normally considered to be confidential might be shared
 - 4.4 Maintain confidentiality in day to day communication and record keeping
 - 4.5 Explain how and when to seek advice about confidentiality and record keeping
 - 4.6 Explain what actions to take when there are concerns about confidentiality and record keeping
-

Range

(AC4.4) **Confidentiality:**

- password
 - social media
 - locked filing
 - cabinets
 - not discussing information in public (bus/supermarket etc)
 - providing a private room to share information
 - providing secure transport
-

Learning outcome

The learner will:

- 5 Know how to respond to complaints

Assessment criteria

The learner can:

- 5.1 Explain the difference between formal and informal complaints
 - 5.2 Identify the policies and procedures for handling complaints
 - 5.3 Describe how to support individuals and others who have a concern or complaint
 - 5.3a informally
 - 5.3b formally
-

Range

(AC5.3) **Individuals:** People in receipt of services

Others: Family members, professionals, colleagues

Unit 204

Continuing professional development in the context of Health and Social Care

Unit level:	2
Credit value:	5
GLH:	35
Unit aim:	This unit provides learners with the understanding, knowledge and skills required for them to be competent workers, accountable for the quality of their work and their professional development. It provides understanding of the role of regulation and the importance of working in partnership.

Learning outcome

The learner will:

- 1 Understand the role of regulation

Assessment criteria

The learner can:

- 1.1 Identify the regulatory bodies applicable to own setting
- 1.2 Explain the impact regulatory bodies have on practice
- 1.3 Identify the standards, which apply to social care settings

Learning outcome

The learner will:

- 2 Be able to work in ways that are agreed with the employer

Assessment criteria

The learner can:

- 2.1 Describe why it is important to adhere to the agreed scope of the job role
- 2.2 Access full and up-to-date details of agreed ways of working
- 2.3 Implement agreed ways of working

Range

(AC2.2) **Agreed ways of working:** must be in line with policies and procedures of setting

Learning outcome

The learner will:

- 3 Be able to work in partnership with others

Assessment criteria

The learner can:

- 3.1 Explain why it is important to work in partnership with others
- 3.2 Work in ways that can help improve partnership working
- 3.3 Identify types of potential conflict that may arise in social care settings
- 3.4 Identify skills and approaches needed for resolving conflicts
- 3.5 Explain how and when to access support and advice about:
 - 3.5a partnership working
 - 3.5b resolving conflicts

Range

(AC3.1) **Others:** Other professionals, family members and colleagues

Learning outcome

The learner will:

- 4 Understand what is required for competence in own work role

Assessment criteria

The learner can:

- 4.1 Describe the duties and responsibilities of own role
- 4.2 Explain how a working relationship is different from a personal relationship
- 4.3 Describe different working relationships in social care settings

Learning outcome

The learner will:

- 5 Understand personal development

Assessment criteria

The learner can:

- 5.1 Explain what is meant by the term personal development
- 5.2 Explain the importance of personal development in the health and social care role
- 5.3 Identify sources of support for own personal development

- 5.4 Describe the process for agreeing a personal development plan and who should be involved
 - 5.5 Identify potential barriers to personal development and how they might be overcome
 - 5.6 Provide records of continuing professional development of own personal development, in line with standards
-

Range

(AC5.4) **Personal development plan:** a record of own skills and knowledge with identified action to meet set targets

(AC5.4) **Who should be involved:**

- self
 - manager
 - colleagues as well as feedback gained from individuals
-

Learning outcome

The learner will:

- 6 Be able to participate in personal development

Assessment criteria

The learner can:

- 6.1 Identify and reflect on a time when feedback from others has been used to develop own practice
 - 6.2 Prepare for and participate in own performance related meetings
-

Range

(AC6.2) **Performance related meetings:**

- supervision
 - appraisal
 - training
-

Learning outcome

The learner will:

- 7 Know how to manage own stress

Assessment criteria

The learner can:

- 7.1 Identify common signs and indicators of stress
 - 7.2 Identify circumstances that can trigger own stress
 - 7.3 Describe ways to manage own stress
-

Range

(AC7.1) **Stress:** raised levels of anxiety that can lead to both physical and psychological distress

Unit 205

Dementia awareness

Unit level:	2
Credit value:	2
GLH:	7
Unit aim:	The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

Learning outcome

The learner will:

- 1 Understand dementia

Assessment criteria

The learner can:

- 1.1 Define the term 'dementia'
- 1.2 Describe the key functions of the brain that are affected by dementia
- 1.3 Explain why depression, delirium and age related memory impairment may be mistaken for dementias

Learning outcome

The learner will:

- 2 Understand models of dementia

Assessment criteria

The learner can:

- 2.1 Outline the medical model of dementia
- 2.2 Outline the social model of dementia
- 2.3 Explain why dementia should be viewed as a disability

Learning outcome

The learner will:

- 3 Know types of dementia and their causes

Assessment criteria

The learner can:

- 3.1 List causes of dementia
 - 3.2 Describe signs and symptoms of dementia
 - 3.3 Identify causal risk factors for types of dementia
 - 3.4 Identify prevalence rates for types of dementia
-

Learning outcome

The learner will:

- 4 Understand an individual's experience of dementia

Assessment criteria

The learner can:

- 4.1 Describe how individuals may experience living with dementia
 - 4.2 Outline the impact that the attitudes and behaviours of others may have on an individual with dementia
-

Range

(AC4.1) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Experience living with dementia: depending on age, type of dementia and level of ability and disability

(AC4.2) **Others** may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

Unit 206

The principles of infection prevention and control

Unit level:	2
Credit value:	3
GLH:	30
Unit aim:	To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

Learning outcome

The learner will:

- 1 Understand own and others roles and responsibilities in the prevention and control of infections

Assessment criteria

The learner can:

- 1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection
- 1.2 Explain employers' responsibilities in relation to the prevention and control of infection

Learning outcome

The learner will:

- 2 Understand legislation and policies relating to prevention and control of infections

Assessment criteria

The learner can:

- 2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection
- 2.2 Identify local and organisational policies relevant to the prevention and control of infection

Learning outcome

The learner will:

- 3 Understand systems and procedures relating to the prevention and control of infections

Assessment criteria

The learner can:

- 3.1 Describe procedures and systems relevant to the prevention and control of infection
- 3.2 Explain the potential impact of an outbreak of infection on the individual and the organisation

Range

(AC3.2) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Learning outcome

The learner will:

- 4 Understand the importance of risk assessment in relation to the prevention and control of infections

Assessment criteria

The learner can:

- 4.1 Define the term risk
- 4.2 Outline potential risks of infection within the workplace
- 4.3 Describe the process of carrying out a risk assessment
- 4.4 Explain the importance of carrying out a risk assessment

Learning outcome

The learner will:

- 5 Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections

Assessment criteria

The learner can:

- 5.1 Demonstrate correct use of PPE
- 5.2 Identify different types of PPE
- 5.3 Explain the reasons for use of PPE
- 5.4 State current relevant regulations and legislation relating to PPE
- 5.5 Describe employees' responsibilities regarding the use of PPE

- 5.6 Describe employers' responsibilities regarding the use of PPE
 - 5.7 Describe the correct practice in the application and removal of PPE
 - 5.8 Describe the correct procedure for disposal of used PPE
-

Learning outcome

The learner will:

- 6 Understand the importance of good personal hygiene in the prevention and control of infections

Assessment criteria

The learner can:

- 6.1 Describe the key principles of good personal hygiene
- 6.2 Demonstrate good hand washing technique
- 6.3 Identify the correct sequence for hand washing
- 6.4 Explain when and why hand washing should be carried out
- 6.5 Describe the types of products that should be used for hand washing
- 6.6 Describe correct procedures that relate to skincare

Unit 207

Causes and spread of infection

Unit level:	2
Credit value:	2
GLH:	20
Unit aim:	This unit is to enable the learner to understand the causes of infection and common illnesses that may result. They will understand the difference between both infection and colonization; and pathogenic and non-pathogenic organisms; the areas of infection and the types caused by different organisms. In addition the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body and key factors that may lead to infection occurring.

Learning outcome

The learner will:

- 1 Understand the causes of infection

Assessment criteria

The learner can:

- 1.1 Identify the differences between bacteria, viruses, fungi and parasites
- 1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
- 1.3 Describe what is meant by infection and colonisation
- 1.4 Explain what is meant by systemic infection and localised infection
- 1.5 Identify poor practices that may lead to the spread of infection
- 1.6 Identify how an understanding of poor practices, can be applied to own professional practice

Range

(AC1.5) **Poor practices:** soiled linen and clinical waste should be covered for 1.5 and 1.6

Learning outcome

The learner will:

- 2 Understand the transmission of infection

Assessment criteria

The learner can:

- 2.1 Explain the conditions needed for the growth of micro-organisms
- 2.2 Explain the ways an infective agent might enter the body
- 2.3 Identify common sources of infection
- 2.4 Explain how infective agents can be transmitted to a person
- 2.5 Identify the key factors that will make it more likely that infection will occur
- 2.6 Discuss the role of a national public health body in communicable disease outbreaks

Unit 208

Understand the context of supporting individuals with learning disabilities

Unit level:	2
Credit value:	4
GLH:	35
Unit aim:	The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation and also considers the central place of communication in working with individuals who have learning disabilities.

Learning outcome

The learner will:

- 1 Understand the legislation and policies that promote human rights and inclusion of individuals with learning disabilities

Assessment criteria

The learner can:

- 1.1 Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
- 1.2 Explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families

Learning outcome

The learner will:

- 2 Understand the nature and characteristics of learning disabilities

Assessment criteria

The learner can:

- 2.1 Explain what is meant by 'learning disability'
- 2.2 Give examples of causes of learning disabilities

- 2.3 Describe the medical and social models of disability
 - 2.4 State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
 - 2.5 Describe the possible impact on a family of having a member with a learning disability
-

Range

(AC2.2) **Causes** should include before birth, during birth and after birth

Learning outcome

The learner will:

- 3 Understand the historical context of learning disability

Assessment criteria

The learner can:

- 3.1 Explain the types of services that have been provided for individuals with learning disabilities over time
 - 3.2 Describe how past ways of working may affect present services
 - 3.3 Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities:
 - 3.3a where people live
 - 3.3b daytime activities
 - 3.3c employment
 - 3.3d sexual relationships and parenthood
 - 3.3e the provision of healthcare
-

Learning outcome

The learner will:

- 4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families

Assessment criteria

The learner can:

- 4.1 Explain the meaning of the term 'social inclusion'
 - 4.2 Explain the meaning of the term advocacy
 - 4.3 Describe different types of advocacy
 - 4.4 Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities
-

Range

(AC 4.4) **Ways to build empowerment** should include person-centred thinking

(AC 4.4) **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

Learning outcome

The learner will:

- 5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers

Assessment criteria

The learner can:

- 5.1 Explain how attitudes are changing in relation to individuals with learning disabilities
 - 5.2 Give examples of positive and negative aspects of being labelled as having a learning disability
 - 5.3 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
 - 5.4 Explain the roles of external agencies and others in changing attitudes, policy and practice
-

Range

(AC5.4) **External agencies** include advocacy service, parent/carer support groups, campaign groups

(AC5.4) **Others** may include

- the individual
 - colleagues
 - families or carers
 - friends
 - other professionals
 - members of the public
 - advocates
-

Learning outcome

The learner will:

- 6 Know how to promote communication with individuals with learning disabilities

Assessment criteria

The learner can:

- 6.1 Identify ways of adapting each of the following when communicating with individuals who have learning disabilities
 - 6.1a verbal communication
 - 6.1b non-verbal communication
- 6.2 Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities
- 6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings

Unit 209

Introductory awareness of autistic spectrum conditions

Unit level:	2
Credit value:	2
GLH:	17
Unit aim:	<p>The unit provides introductory awareness on autistic spectrum conditions. It provides learners with key areas of knowledge and explores important themes such as individuality, communication, behaviour and person centred support. The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.</p>

Learning outcome

The learner will:

- 1 Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals

Assessment criteria

The learner can:

- 1.1 Explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests
- 1.2 Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms
- 1.3 Identify other conditions which may be associated with an autistic spectrum condition
- 1.4 Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition

Learning outcome

The learner will:

- 2 Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties

Assessment criteria

The learner can:

- 2.1 Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating
 - 2.2 Identify problems that individuals with an autistic spectrum condition may experience in social interaction and relationships
 - 2.3 Outline how issues of inflexibility and restrictiveness in activities and interests may affect individuals on the autistic spectrum
-

Learning outcome

The learner will:

- 3 Understand the behaviours exhibited by some individuals with an autistic spectrum condition

Assessment criteria

The learner can:

- 3.1 Describe behavioural characteristics associated with autistic spectrum condition
 - 3.2 Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours
 - 3.3 Describe what to do if an individual is anxious or stressed
-

Learning outcome

The learner will:

- 4 Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition

Assessment criteria

The learner can:

- 4.1 Explain why it is important to have in place structures and routines that match the wishes and needs of the individual
 - 4.2 Explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition
 - 4.3 Describe ways of ensuring that support provided is consistent, both within own approach and with that of others
 - 4.4 Describe how to contribute towards the learning of an individual with an autistic spectrum condition
-

Learning outcome

The learner will:

- 5 Understand how to communicate effectively with individuals on the autistic spectrum

Assessment criteria

The learner can:

- 5.1 Explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition
- 5.2 Identify aspects of the environment that affect communication with an individual
- 5.3 Describe how to reduce barriers to effective communication with an individual with an autistic spectrum condition
- 5.4 Identify visual communication systems for individuals who have an autistic spectrum condition
- 5.5 Describe the effective use of visual communication systems for individuals who have an autistic spectrum condition
- 5.6 Identify who could provide advice about effective communication with an individual

Unit 210

Understand physical disability

Unit level:	2
Credit value:	2
GLH:	19
Unit aim:	This unit is aimed at those who provide a service for people with physical disabilities. It covers an understanding of physical disability, the impact of a physical disability on a person's life, the environment in which the service is provided and person-centred working.

Learning outcome

The learner will:

- 1 Understand the importance of differentiating between the individual and the disability

Assessment criteria

The learner can:

- 1.1 Explain why it is important to recognise and value an individual as a person
- 1.2 Describe the importance of recognising an individual's strengths and abilities
- 1.3 Describe how to work with a personalised approach that fully involves the individual

Learning outcome

The learner will:

- 2 Understand the concept of physical disability

Assessment criteria

The learner can:

- 2.1 Describe what is meant by physical disability
- 2.2 Describe what a congenital disability is
- 2.3 Give examples of congenital disabilities and their causes
- 2.4 Describe what a progressive disability is
- 2.5 Give examples of progressive disabilities and their causes

Learning outcome

The learner will:

- 3 Understand how the challenges of living with a physical disability can be addressed

Assessment criteria

The learner can:

- 3.1 Identify social and physical barriers that can have a disabling effect on an individual
- 3.2 Identify positive and negative attitudes towards individuals with a disability
- 3.3 Describe steps that can be taken to challenge and change discriminatory attitudes
- 3.4 Describe the impact of legislation on community attitudes and practices
- 3.5 Describe the effects that having a physical disability can have on a person's day to day life
- 3.6 Explain the importance for the individual of positive risk-taking

Range

(AC3.5) **Day to day life** may include:

- education opportunities
- housing
- employment
- access to leisure activities
- relationships
- health care

Learning outcome

The learner will:

- 4 Understand the importance of independence and inclusion for the individual with physical disability

Assessment criteria

The learner can:

- 4.1 Describe how the individual can be in control of their care needs and provision of health and care services
- 4.2 Describe the importance of supporting independence and inclusion within the community
- 4.3 Describe how to assist with independence and inclusion within the community

Unit 211

Understand the impact of acquired brain injury on individuals

Unit level:	2
Credit value:	3
GLH:	25
Unit aim:	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.

Learning outcome

The learner will:

- 1 Understand acquired brain injury

Assessment criteria

The learner can:

- 1.1 Describe what acquired brain injury is
- 1.2 Identify possible causes of acquired brain injury

Range

(AC1.1) **Acquired brain injury:**

- traumatic brain injury
- mild/ moderate brain injury
- severe brain injury

Learning outcome

The learner will:

- 2 Understand the impact of an acquired brain injury on the individual

Assessment criteria

The learner can:

- 2.1 List initial effects of acquired brain injury on the individual
- 2.2 Identify the long term effects of acquired brain injury to include:

- 2.2a physical
 - 2.2b functional
 - 2.2c cognitive
 - 2.2d behavioural
-

Range

(AC2.1) **The individual:** The individual is the person requiring support. An advocate may need to act on behalf of an individual

(AC2.2) **Functional:** relates to the individual's ability to carry out day to day tasks, i.e. dressing, washing, cooking. It does not solely mean the physical ability but also can mean concentration, motivation for doing tasks

Learning outcome

The learner will:

- 3 Understand the specialist communication needs of an individual with acquired brain injury

Assessment criteria

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 communication challenges presented to the individual and self by dysphasia and dysarthria
 - 3.4 Identify skills required to support an individual with specialist communication needs
-

Range

(AC3.3) **Communication challenges** can include:

- word-finding
 - indistinct speech
-

Learning outcome

The learner will:

- 4 Understand the impact that personality changes can have on an individual and those providing support

Assessment criteria

The learner can:

- 4.1 Outline changes in personality that an individual may experience as a result of acquired brain injury
 - 4.2 Describe how lack of self-awareness may affect the individual
-

4.3 Explain the impact of these changes on those providing support

Range

(AC4.1) **Personality changes** may include:

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

(AC4.2) **Self-awareness:** ability to understand the impact of behaviour on others

(AC4.3) **Those providing support** may include:

- Family
 - Friends
 - Care workers
 - Practitioners
 - Other professionals
-

Learning outcome

The learner will:

5 Understand the impact of challenging behaviour

Assessment criteria

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 challenging behaviour impacts on your own feelings and attitudes
 - 5.4 Identify what support is available to respond to challenging behaviour
 - 5.5 Describe how to report challenging behaviour
-

Range

(AC5.3) **Challenging behaviour:**

- physical violence
 - threatening language
 - sexual inhibitions
 - non compliance
-

Unit 212

Introductory awareness of sensory loss

Unit level:	2
Credit value:	2
GLH:	16
Unit aim:	The purpose of this unit is to provide the learner with introductory knowledge about sensory loss.

Learning outcome

The learner will:

- 1 Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these

Assessment criteria

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 belief
- 1.4 Identify steps that could be taken to overcome disabling attitudes and beliefs

Range

(AC1.1) **Sensory loss** could include:

- sight loss
- hearing loss
- deaf/ blindness

Factors could include:

- communication
- information
- familiar layouts and routines
- mobility

Learning outcome

The learner will:

- 2 Understand the importance of effective communication for individuals with sensory loss

Assessment criteria

The learner can:

- 2.1 Outline what needs to be considered when communicating with individuals with:
 - 2.1a sight loss
 - 2.1b hearing loss
 - 2.1c deaf/blindness
- 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

Learning outcome

The learner will:

- 3 Know the main causes and conditions of sensory loss

Assessment criteria

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

Learning outcome

The learner will:

- 4 Know how to recognise when an individual may be experiencing sight and/or hearing loss

Assessment criteria

The learner can:

- 4.1 Outline the indicators and signs of:
 - 4.1a sight loss
 - 4.2b deaf/blindness
 - 4.3c hearing loss
- 4.2 Explain where additional advice and support can be sourced in relation to sensory loss

Learning outcome

The learner will:

5 Know how to report concerns about sensory loss

Assessment criteria

The learner can:

5.1 Describe to whom and how concerns about sight and/ or hearing loss can be reported

Unit 213

Introductory awareness of models of disability

Unit level:	2
Credit value:	2
GLH:	15
Unit aim:	The purpose of this unit is to provide the learner with introductory knowledge about the medical and social models of disability.

Learning outcome

The learner will:

- 1 Know the difference between the medical and social models of disability

Assessment criteria

The learner can:

- 1.1 Describe the medical model of disability
- 1.2 Describe the social model of disability
- 1.3 Outline how each of the models has developed and evolved over time
- 1.4 Give examples of where each model of disability may be used in service delivery

Learning outcome

The learner will:

- 2 Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals

Assessment criteria

The learner can:

- 2.1 Identify how the principles of each model are reflected in service delivery
- 2.2 Explain how each of the models of disability impacts on the
 - 2.2a inclusion
 - 2.2b rights
 - 2.2c autonomy
 - 2.2d needs of individuals
- 2.3 Explain how own practice promotes the principle of inclusion

Unit 214

Provide support for mobility

Unit level:	2
Credit value:	2
GLH:	14
Unit aim:	This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.

Learning outcome

The learner will:

- 1 Understand the importance of mobility

Assessment criteria

The learner can:

- 1.1 Define mobility
- 1.2 Explain how different health conditions may affect and be affected by mobility
- 1.3 Outline the effects that reduced mobility may have on an individual's well-being
- 1.4 Describe the benefits of maintaining and improving mobility

Range

(AC1.3) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Well-being may include aspects that are:

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

Learning outcome

The learner will:

- 2 Be able to prepare for mobility activities

Assessment criteria

The learner can:

- 2.1 Agree mobility activities with the individual and others, according to the individual's needs and abilities
- 2.2 Remove or minimise hazards in the environment before a mobility activity
- 2.3 Check the suitability of an individual's clothing and footwear for safety and mobility
- 2.4 Check the suitability of mobility equipment and appliances for the individual
- 2.5 Check the safety and cleanliness of mobility equipment and appliances

Range

(AC2.1) **Mobility activities** may include:

- exercises
- physiotherapy
- occupational therapy
- household activities
- group activities

Others may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

(AC2.4) **Mobility equipment and appliances** may include:

- wheel chairs
- sticks
- walking frames
- custom-made appliances

Learning outcome

The learner will:

- 3 Be able to support individuals to keep mobile

Assessment criteria

The learner can:

- 3.1 Promote the active participation of the individual during a mobility activity
 - 3.2 Assist an individual to use mobility appliances correctly and safely
 - 3.3 Monitor the individual during the mobility activity and report any adverse events to an appropriate person
 - 3.4 Give feedback and encouragement to the individual during mobility activities
-

Range

(AC3.1) **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

Learning outcome

The learner will:

- 4 Be able to observe, record and report on activities to support mobility

Assessment criteria

The learner can:

- 4.1 Record observations of mobility activity
- 4.2 Report on progress and/or problems relating to the mobility activity including:
 - 4.2a choice of activities
 - 4.2b equipment
 - 4.2c appliances
 - 4.2d the support provided

Unit 215

Support participation in learning and development activities

Unit level:	2
Credit value:	3
GLH:	23
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to take part in a range of learning or development activities.

Learning outcome

The learner will:

- 1 Understand the factors to take into account when supporting individuals to take part in activities for learning and development

Assessment criteria

The learner can:

- 1.1 Identify different reasons why individuals may take part in activities for learning or development
- 1.2 Describe the benefits of different activities for learning or development in which individuals may take part
- 1.3 Describe possible barriers to individuals engaging in learning or development activities
- 1.4 Explain why active participation is important when supporting individuals in learning or development activities
- 1.5 Explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity

Range

(AC1.1) An **Individual** is someone requiring care or support

(AC1.1) **Activities for learning and development** may include

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

(AC1.4) **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

Learning outcome

The learner will:

- 2 Be able to support individuals to prepare for taking part in learning and development activities

Assessment criteria

The learner can:

- 2.1 Support an individual to make informed decisions about their participation in a learning or development activity
 - 2.2 Work with the individual and others to agree roles and responsibilities for supporting a learning or development activity
 - 2.3 Support the individual before a learning or development activity to minimise any barriers to their participation
-

Range

(AC2.2) **Others** may include:

- family members
 - advocates
 - line manager
 - specialists
-

Learning outcome

The learner will:

- 3 Be able to contribute to preparing the environment and resources for learning and development activities

Assessment criteria

The learner can:

- 3.1 Identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity
 - 3.2 Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity
-

Learning outcome

The learner will:

- 4 Be able to support individuals to take part in learning and development activities

Assessment criteria

The learner can:

- 4.1 Describe different ways of supporting the individual to take part in learning or development activities
- 4.2 Provide the agreed type and level of support to enable the individual to engage with an activity
- 4.3 Adapt support to reflect changing needs, wishes, achievements or levels of participation
- 4.4 Explain what action to take if the individual becomes distressed or feels unable to continue
- 4.5 Provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity
- 4.6 Complete required records about the learning or development activity

Learning outcome

The learner will:

- 5 Be able to contribute to the evaluation of learning or development activities

Assessment criteria

The learner can:

- 5.1 Describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual
- 5.2 Support the individual to provide feedback on the activity and the support provided
- 5.3 Work with the individual and others to evaluate the learning or development activity
- 5.4 Work with the individual and others to agree and make changes to a learning or development activity or the support provided

Unit 216

Support independence in the tasks of daily living

Unit level:	2
Credit value:	5
GLH:	33
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas.

Learning outcome

The learner will:

- 1 Understand principles for supporting independence in the tasks of daily living

Assessment criteria

The learner can:

- 1.1 Explain how individuals can benefit from being as independent as possible in the tasks of daily living
- 1.2 Explain how active participation promotes independence in the tasks of daily living
- 1.3 Describe how daily living tasks may be affected by an individual's culture or background
- 1.4 Explain the importance of providing support that respects the individual's culture and preferences
- 1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living
- 1.6 Explain why it is important to establish roles and responsibilities for providing support

Range

(AC1.1) An **Individual** is someone requiring care or support

(AC1.2) **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

Learning outcome

The learner will:

- 2 Be able to establish what support is required for daily living tasks

Assessment criteria

The learner can:

- 2.1 Access information about support for daily living tasks, using an individual's care plan and agreed ways of working
- 2.2 Clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks
- 2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks

Range

(AC2.1) **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

(AC2.1) **Agreed ways of working** will include policies and procedures where these exist

(AC2.2) **Others** may include

- family or friends of the individual
- advocate
- line manager

(AC2.3) **Difficulties or concerns** may include

- risks to the individual's health, safety or security
- concerns about the ability, skills or willingness of the individual to participate in daily living tasks
- insufficient time, equipment or other resources to provide agreed support

Learning outcome

The learner will:

- 3 Be able to provide support for planning and preparing meals

Assessment criteria

The learner can:

- 3.1 Support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences

- 3.2 Support the individual to store food safely
 - 3.3 Support the individual to prepare food in a way that promotes active participation and safety
-

Range

(AC3.1) **A healthy diet** is one that

- follows current guidelines for healthy eating
 - meets any specific nutritional requirements for the individual
-

Learning outcome

The learner will:

- 4 Be able to provide support for buying and using household and personal items

Assessment criteria

The learner can:

- 4.1 Identify different ways of buying household and personal items
 - 4.2 Work with the individual to identify household and personal items that are needed
 - 4.3 Support the individual to buy items in their preferred way
 - 4.4 Support the individual to store items safely
 - 4.5 Support the individual to use items safely
-

Learning outcome

The learner will:

- 5 Be able to provide support for keeping the home clean and secure

Assessment criteria

The learner can:

- 5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety
 - 5.2 Describe different risks to home security that may need to be addressed
 - 5.3 Support the individual to use agreed security measures
-

Learning outcome

The learner will:

- 6 Be able to identify and respond to changes needed in support for daily living tasks

Assessment criteria

The learner can:

- 6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks
- 6.2 Record changes in the individual's circumstances that may affect the type or level of support required
- 6.3 Adapt support in agreed ways to address concerns, changes or increased independence

Unit 217

Provide support for journeys

Unit level:	2
Credit value:	2
GLH:	17
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills needed to support individuals to make journeys.

Learning outcome

The learner will:

- 1 Understand factors to consider when planning support for journeys

Assessment criteria

The learner can:

- 1.1 Describe different aspects and factors to consider when planning a journey
- 1.2 Describe different risks that may arise and ways to minimise these
- 1.3 Describe different types of communication technology that can support planning and making journeys safely

Range

(AC1.1) **Aspects and factors** may include those relating to

- the individual
- the journey
- health and safety

Learning outcome

The learner will:

- 2 Be able to support individuals to plan journeys

Assessment criteria

The learner can:

- 2.1 Agree with the individual the level and type of support needed for planning and making a journey

- 2.2 Support the individual to research a journey that they wish to make
 - 2.3 Support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working
-

Range

(AC2.3) **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

(AC2.3) **Agreed** ways of working will include policies and procedures where these exist.

Learning outcome

The learner will:

- 3 Be able to support individuals when making journeys

Assessment criteria

The learner can:

- 3.1 Support the individual in line with the journey plan
 - 3.2 Describe ways to deal with unforeseen problems that may occur during a journey
-

Learning outcome

The learner will:

- 4 Be able to review the support provided for individuals when making journeys

Assessment criteria

The learner can:

- 4.1 Describe what factors should be considered when reviewing support for the journey
 - 4.2 Seek feedback from the individual on the support provided for the journey
 - 4.3 Contribute to reviewing support for the journey
 - 4.4 Revise the journey plan to take account of the review in line with agreed ways of working
-

Unit 218

Provide support to manage pain and discomfort

Unit level:	2
Credit value:	2
GLH:	15
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals to minimise and manage pain and discomfort.

Learning outcome

The learner will:

- 1 Understand approaches to managing pain and discomfort

Assessment criteria

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

Range

(AC1.3) **Agreed ways of working:** will include policies and procedures where these exist; they may be less formally documented with micro-employers

Learning outcome

The learner will:

- 2 Be able to assist in minimising individuals' pain or discomfort

Assessment criteria

The learner can:

- 2.1 Describe how pain and discomfort may affect an individual's holistic well-being and communication
- 2.2 Encourage an individual to express their pain or discomfort

- 2.3 Explain how to recognise that an individual is in pain when they are not able to verbally communicate this
 - 2.4 Support carers to recognise when individuals are in pain or discomfort
 - 2.5 Explain how to evaluate pain level using assessment tools in own area of work
 - 2.6 Encourage an individual and their carers to use self-help methods of pain control
 - 2.7 Assist an individual to be positioned safely and comfortably
 - 2.8 Carry out agreed measure to alleviate pain and discomfort
-

Range

(AC2.1) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

(AC2.5) **Assessment tools:** includes the use of pain scores

Learning outcome

The learner will:

- 3 Be able to monitor, record and report on the management of individuals' pain or discomfort

Assessment criteria

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 line with agreed ways of working
- 3.3 Report findings and concerns as required

Unit 219

Support individuals to access and use information about services and facilities

Unit level:	2
Credit value:	3
GLH:	20
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and give feedback on information about services and facilities.

Learning outcome

The learner will:

- 1 Know ways to support individuals to access information on services and facilities

Assessment criteria

The learner can:

- 1.1 Identify the types of services and facilities about which individuals may require information
- 1.2 Identify possible barriers to accessing and understanding information
- 1.3 Describe ways to overcome barriers to accessing information
- 1.4 Identify a range of formats, translations and technology that could make information more accessible for individuals
- 1.5 Describe types of support individuals may need to enable them to identify and understand information

Range

(AC1.1) **An Individual** is someone requiring care or support

Learning outcome

The learner will:

- 2 Be able to work with individuals to select and obtain information about services and facilities

Assessment criteria

The learner can:

- 2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities
 - 2.2 Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes
 - 2.3 Support an individual to obtain selected information in their preferred format and language
-

Range

(AC2.1) **Services and facilities** may include

- services provided within an individual's home
 - services to enable individuals to meet their social care needs
 - community facilities
-

Learning outcome

The learner will:

- 3 Be able to work with individuals to access and use information about services and facilities

Assessment criteria

The learner can:

- 3.1 Support an individual to access the content of information about services and facilities
 - 3.2 Demonstrate ways to check an individual's understanding of the information
 - 3.3 Work with an individual to access a service or facility using the information, in ways that promote active participation
 - 3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information
-

Range

(AC3.3) **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

(AC3.4) **Issues or concerns may include those relating to**

- ineligibility
 - lack of availability
 - conditions for access
-

Learning outcome

The learner will:

- 4 Be able to support individuals to evaluate the information accessed on services and facilities

Assessment criteria

The learner can:

- 4.1 Support an individual to give feedback on whether information on services and facilities has met their needs and preferences
- 4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information
- 4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals

Unit 220

Support care plan activities

Unit level:	2
Credit value:	2
GLH:	25
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills to prepare and implement activities within a care plan and contribute to the review of activities.

Learning outcome

The learner will:

- 1 Be able to implement care plan activities

Assessment criteria

The learner can:

- 1.1 Identify sources of information about the individual and specific care plan activities
- 1.2 Establish the individual's preferences about carrying out care plan activities
- 1.3 Confirm with others own understanding of the support required for care plan activities
- 1.4 Identify possible challenges to implementing person-centred thinking, planning and reviews in own work
- 1.5 Explain how these challenges might be overcome

Range

(AC1.1) **Care plan:** A care plan may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed

Learning outcome

The learner will:

- 2 Be able to support individuals undertaking care plan activities

Assessment criteria

The learner can:

- 2.1 Provide support for care plan activities in accordance with the care plan and with agreed ways of working
 - 2.2 Encourage the active participation of an individual in care plan activities
 - 2.3 Adapt actions to reflect the individual's needs or preferences during care plan activities
-

Range

(AC2.2) **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

Learning outcome

The learner will:

- 3 Be able to maintain records of care plan activities

Assessment criteria

The learner can:

- 3.1 Record information about implementation of care plan activities, in line with agreed ways of working
 - 3.2 Record signs of discomfort, changes to an individual's needs or preferences, or other indications that care plan activities may need to be revised
-

Learning outcome

The learner will:

- 4 Be able to contribute to reviewing activities in the care plan

Assessment criteria

The learner can:

- 4.1 Describe own role and roles of others in reviewing care plan activities
 - 4.2 Seek feedback from the individual and others on how well specific care plan activities meet the individual's needs and preferences
 - 4.3 Contribute to review of how well specific care plan activities meet the individual's needs and preferences
 - 4.4 Contribute to agreement on changes that may need to be made to the care plan
-

Unit 221

Support individuals to eat and drink

Unit level:	2
Credit value:	2
GLH:	15
Unit aim:	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.

Learning outcome

The learner will:

- 1 Be able to support individuals to make choices about food and drink

Assessment criteria

The learner can:

- 1.1 Establish the individual's dietary requirements
- 1.2 Establish with the individual and key people the food and drink the individual wishes to consume
- 1.3 Encourage the individual to select suitable options for food and drink
- 1.4 Describe ways to resolve any concerns about the choice of food and drink
- 1.5 Describe how and when to seek guidance about an individual's choice of food and drink

Learning outcome

The learner will:

- 2 Be able to prepare to provide support for eating and drinking

Assessment criteria

The learner can:

- 2.1 Identify support an individual requires when eating and drinking
- 2.2 Apply standard precautions for infection control
- 2.3 Support the individual to prepare to eat and drink
- 2.4 Provide suitable utensils to assist the individual to eat and drink

Learning outcome

The learner will:

- 3 Be able to provide support for eating and drinking

Assessment criteria

The learner can:

- 3.1 Describe factors that 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 Encourage the individual to eat and drink
- 3.4 Support the individual to clean themselves if food or drink is spilt
- 3.5 Respond to an individual's feedback or observed reactions while eating and drinking

Learning outcome

The learner will:

- 4 Be able to clear away after eating and drinking

Assessment criteria

The learner can:

- 4.1 Explain why it is important to be sure that an individual has finished 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 wash their hands and make themselves clean and tidy after eating and drinking
- 4.5 Store or dispose any left-over food and drink

Range

(AC4.3) **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

Learning outcome

The learner will:

- 5 Be able to 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 Monitor, record and report:
 - 5.2a the food and drink the individual consumes
 - 5.2b any issues or concerns in relation to the individual and their eating and drinking
- 5.3 Report support provided for eating and drinking

Unit 222

Support individuals to meet personal care needs

Unit level:	2
Credit value:	2
GLH:	16
Unit aim:	This unit covers the skills required to support individuals with their personal care needs. It includes monitoring and reporting on the personal care of individuals.

Learning outcome

The learner will:

- 1 Be able to work with individuals to identify their needs and preferences in relation to personal care

Assessment criteria

The learner can:

- 1.1 Encourage the individual to communicate their needs, preferences and personal beliefs affecting their personal care
- 1.2 Establish the level and type of support and individual needs for personal care
- 1.3 Agree with the individual how privacy will be maintained during personal care

Range

(AC1.1) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Preferences may be based on:

- beliefs
- values
- culture

Learning outcome

The learner will:

- 2 Be able to provide support for personal care

Assessment criteria

The learner can:

- 2.1 Obtain valid consent for activities
 - 2.2 Support the individual to understand the reasons for hygiene and safety precautions
 - 2.3 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection
 - 2.4 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
 - 2.5 Describe ways to ensure the individual can summon help when alone during personal care
 - 2.6 Ensure safe disposal of waste materials
-

Range

(AC2.1) **Valid consent:** Valid consent must be in line with agreed UK country definition

Learning outcome

The learner will:

- 3 Be able to support individuals to use the toilet

Assessment criteria

The learner can:

- 3.1 Provide support for the individual to use toilet facilities in ways that respect dignity
 - 3.2 Support the individual to make themselves clean and tidy after using toilet facilities
 - 3.3 Support the individual to wash their hands after using the toilet
-

Learning outcome

The learner will:

- 4 Be able to support individuals to maintain personal hygiene

Assessment criteria

The learner can:

- 4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care
 - 4.2 Ensure toiletries, materials and equipment are within reach of the individual
 - 4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation
-

Learning outcome

The learner will:

- 5 Be able to support individuals to manage their personal appearance

Assessment criteria

The learner can:

- 5.1 Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation
- 5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure

Learning outcome

The learner will:

- 6 Be able to monitor and report on support for personal care

Assessment criteria

The learner can:

- 6.1 Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences
- 6.2 Monitor personal care functions and activities in agreed ways
- 6.3 Record and report on an individual's personal care in agreed ways

Range

(AC6.1) **Others** may include:

- team members
- other colleagues
- those who use or commission their own health or social care services

Unit 223

Contribute to supporting group care activities

Unit level:	2
Credit value:	3
GLH:	21
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to participate in and enjoy group care activities.

Learning outcome

The learner will:

- 1 Be able to understand the place of group care activities in the care and support of individuals

Assessment criteria

The learner can:

- 1.1 Explain how participating in group care activities can benefit an individual's identity, self-esteem and well-being
- 1.2 Explain why dilemmas may arise when providing support for individuals through group care activities

Learning outcome

The learner will:

- 2 Be able to contribute to the development of a supportive group culture

Assessment criteria

The learner can:

- 2.1 Support group members to understand the benefits of group activities
- 2.2 Encourage interaction between new and existing group members that promotes enjoyment, co-operation, inclusion and well-being
- 2.3 Describe ways to support group members to resolve any conflicts that may arise amongst themselves

Range

(AC2.2) **Well-being** may include the following:

- physical
- emotional
- social
- spiritual
- cultural
- intellectual

Learning outcome

The learner will:

3 Be able to contribute to the implementation of group care activities

Assessment criteria

The learner can:

- 3.1 Work with individuals and others to agree approaches, content and methods for group care activities
- 3.2 Carry out agreed role to support individuals and the group during activities
- 3.3 Address any adverse effects and maximise benefits for individuals during activities
- 3.4 Maintain records about group care activities in line with agreed ways of working

Range

(AC3.1) **Group care activities** may include:

- recreational or leisure activities
- visits outside the usual setting
- social activities

Others may include:

- carers and family members
- friends
- therapists or other specialists who may recommend group care activities
- the local community

Learning outcome

The learner will:

4 Be able to contribute to the evaluation of group care activities

Assessment criteria

The learner can:

- 4.1 Contribute to agreeing with individuals and others the processes, roles and criteria for assessing group care activities
- 4.2 Carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities
- 4.3 Describe ways to ensure that individuals and others are actively involved in the evaluation
- 4.4 Contribute to agreeing changes to activities or processes to improve outcomes for individuals

Unit 224

Meet food safety requirements when providing food and drink for individuals

Unit level:	2
Credit value:	2
GLH:	15
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to meet food safety requirements when preparing, serving, clearing away and storing food.

Learning outcome

The learner will:

- 1 Understand the importance of food safety measures when providing food and drink for individuals

Assessment criteria

The learner can:

- 1.1 Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink
- 1.2 Explain the importance of implementing food safety measures when providing food and drink for individuals
- 1.3 Explain why personal protective clothing should be used when handling food and drink
- 1.4 Explain why surfaces, utensils and equipment must be clean before beginning a new task
- 1.5 Explain the importance of clearing and disposing of food waste promptly and safely
- 1.6 Explain the importance of storing different types of food and drink safely

Learning outcome

The learner will:

- 2 Be able to maintain hygiene when handling food and drink

Assessment criteria

The learner can:

- 2.1 Explain when hands must be washed to maintain food hygiene

- 2.2 Demonstrate effective hand-washing for handling food and drink
 - 2.3 Use personal protective clothing to maintain hygiene when handling food and drink
 - 2.4 Ensure that all surfaces, utensils and equipment are clean before beginning a new task
-

Learning outcome

The learner will:

- 3 Be able to meet safety requirements when preparing and serving food and drink for individuals

Assessment criteria

The learner can:

- 3.1 Describe practices to control hazards when preparing and serving food and drink
 - 3.2 Prepare food and drink in ways that minimise risks to own safety and that of others
 - 3.3 Serve food and drink in ways that minimise risks to own safety and that of others
 - 3.4 Maintain compliance with health and safety guidance at all times
-

Learning outcome

The learner will:

- 4 Be able to meet safety requirements when clearing away food and drink

Assessment criteria

The learner can:

- 4.1 Clear away food and drink in ways that minimise risks to own safety and that of others
 - 4.2 Dispose of food waste promptly and safely following agreed ways of working
 - 4.3 Clean utensils and equipment effectively after use
 - 4.4 Store utensils and equipment safely
-

Learning outcome

The learner will:

- 5 Be able to store food and drink safely

Assessment criteria

The learner can:

- 5.1 Describe practices to control food safety hazards when storing different types of food and drink
 - 5.2 Store different types of food and drink safely
-

Learning outcome

The learner will:

- 6 Know how to access additional advice or support about food safety

Assessment criteria

The learner can:

- 6.1 Identify sources of information about food safety
- 6.2 Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals

Unit 225

Contribute to supporting individuals in the use of assistive technology

Unit level:	2
Credit value:	3
GLH:	19
Unit aim:	The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology.

Learning outcome

The learner will:

- 1 Understand the range and purpose of assistive technology available to support individuals

Assessment criteria

The learner can:

- 1.1 Define the term assistive technology
- 1.2 List assistive technology aids available
- 1.3 Explain the functions of the assistive technology aids selected
- 1.4 Describe how the assistive technology aids selected can be utilised to promote participation, access and inclusion

Learning outcome

The learner will:

- 2 Be able to contribute to the use of selected assistive technology

Assessment criteria

The learner can:

- 2.1 Support an individual to access information about assistive technology
- 2.2 Support an individual to use assistive technology following instructions and/ or agreed ways of working
- 2.3 Support an individual to provide feedback on the effectiveness of assistive technology
- 2.4 Record the use and effectiveness of the assistive technology

Unit 226

Contribute to the support of individuals with multiple conditions and/or disabilities

Unit level:	2
Credit value:	3
GLH:	25
Unit aim:	The purpose of this unit is to provide the learner with the knowledge and skills to contribute to the support of individuals with multiple conditions and/or disabilities.

Learning outcome

The learner will:

- 1 Understand the impact of multiple conditions and/or disabilities on individuals

Assessment criteria

The learner can:

- 1.1 Explain the terms 'multiple conditions and/or disabilities'
- 1.2 Explain how multiple conditions and/or disabilities may have additional impacts on individuals' well-being and quality of life

Range

(AC1.1) **Multiple conditions and/or disabilities** could include a combination of factors relating to:

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/ disability
- emotional health

(AC1.2) **Well-being** could include:

- emotional
- psychological
- physical

Learning outcome

The learner will:

- 2 Understand the support available for individuals with multiple conditions and/or disabilities

Assessment criteria

The learner can:

- 2.1 Explain the roles of professionals who may provide support to individuals with multiple conditions and/ or disabilities
- 2.2 Identify the resources that may be required to support the additional needs of individuals with multiple conditions and/or disabilities
- 2.3 Describe how informal networks can provide support to individuals with multiple conditions and/ or disabilities

Range

(AC2.3) **Informal networks** could include:

- family
- friends
- neighbours
- special interest groups

Learning outcome

The learner will:

- 3 Be able to contribute to the support of individuals with multiple conditions and/or disabilities

Assessment criteria

The learner can:

- 3.1 Describe own role in supporting individuals with multiple conditions and/or disabilities
- 3.2 Contribute to the identification of needs and preferences of an individual with multiple conditions and/or disabilities through observation and interaction
- 3.3 Follow agreed ways of working or a plan to support an individual to participate in an activity
- 3.4 Support the use of equipment or resources to enable an individual to participate in an activity

Range

(AC3.3) **An activity** could include:

- education
- employment
- leisure activities
- social activities

- household or domestic tasks
-

Learning outcome

The learner will:

- 4 Be able to evaluate own contribution to the support of an individual for an activity

Assessment criteria

The learner can:

- 4.1 Reflect on own contribution to supporting an individual to participate in an activity
- 4.2 Explain where additional advice, guidance or support can be accessed to improve own practice
- 4.3 Adapt own practice to meet the needs of an individual

Unit 227

Provide active support

Unit level:	2
Credit value:	3
GLH:	27
Unit aim:	The purpose of this unit is to provide the learner with knowledge, understanding and skills to providing active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.

Learning outcome

The learner will:

- 1 Understand how active support translates values into person-centred practical action with an individual

Assessment criteria

The learner can:

- 1.1 Explain how the key characteristics of active support differ from the hotel model
- 1.2 Define the terms:
 - 1.2a promoting independence
 - 1.2b informed choice
 - 1.2c valued life
- 1.3 Explain how use of active support can promote independence, informed choice and a valued life

Range

(AC1.1) **Active support** - A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life

(AC1.1) **Hotel model** refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities

Learning outcome

The learner will:

- 2 Be able to interact positively with individuals to promote participation

Assessment criteria

The learner can:

- 2.1 Explain the three elements in positive interaction that promote an individual's participation in activity
- 2.2 Break a routine task into manageable steps for an individual
- 2.3 Provide different levels of help to support an individual to participate in a task or activity
- 2.4 Positively reinforce an individual's participation in an activity

Range

- (AC2.1) **Positive interaction** refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity
- (AC2.1) **An Individual** is someone requiring care or support
- (AC2.3) **Levels of help** refers to 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
- (AC2.4) **Positively reinforcing** refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (eg. drinking a cup of tea the individual has just made) or other things that the individual particularly likes (eg. praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity

Learning outcome

The learner will:

- 3 Be able to implement person-centred daily plans to promote participation

Assessment criteria

The learner can:

- 3.1 Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement
- 3.2 Use a structured person-centred format to ensure that a valued range of activities for an individual is available
- 3.3 Use a structured format to plan support for an individual to participate in activities

Range

(AC3.2) **Valued range of activities** refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities

Learning outcome

The learner will:

- 4 Be able to maintain person-centred records of participation

Assessment criteria

The learner can:

- 4.1 Record an individual's participation in activities
 - 4.2 Describe changes in an individual's participation over time
 - 4.3 Report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle
-

Range

(AC 4.3) **Valued lifestyle** refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities

Unit 228

Support individuals to maintain personal hygiene

Unit level:	2
Credit value:	2
GLH:	17
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support an individual in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as potential contributory factors to poor personal hygiene.

Learning outcome

The learner will:

- 1 Understand the importance of good personal hygiene

Assessment criteria

The learner can:

- 1.1 Explain why personal hygiene is important
- 1.2 Describe the effects of poor personal hygiene on health and well-being.

Learning outcome

The learner will:

- 2 Be able to support individuals to maintain personal hygiene

Assessment criteria

The learner can:

- 2.1 Support an individual to understand factors that contribute to good personal hygiene
- 2.2 Address personal hygiene issues with the individual in a sensitive manner without imposing own values
- 2.3 Support the individual to develop awareness of the effects of poor hygiene on others
- 2.4 Support the preferences and needs of the individual while maintaining their independence
- 2.5 Describe how to maintain dignity of an individual when supporting intimate personal hygiene
- 2.6 Identify risks to own health in supporting an individual with personal hygiene routines

- 2.7 Reduce risks to own health when supporting the individual with personal hygiene routines
- 2.8 Identify others who may be involved in supporting the individual to maintain personal hygiene
-

Range

(AC2.1) **An individual** is someone requiring care or support

(AC2.1) **Factors** may include

- washing
- showering/bathing
- washing hair
- cleaning clothes
- keeping nails clean
- washing hands after using the toilet

(AC2.4) **Preferences and needs** will include any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion

(AC2.5) **Maintaining dignity** includes

- privacy
- having trust on both sides
- being professional
- awareness of abuse
- averting eye contact to avoid embarrassment
- being gentle
- being able to empathise

(AC2.6) **Risks** – from infection and reduction of risk through infection control techniques

(AC2.8) **Others** may include

- the individual
 - colleagues
 - families or carers
 - friends
 - other professionals
 - members of the public
 - advocates
-

Learning outcome

The learner will:

- 3 Understand when poor hygiene may be an indicator of other underlying personal issues

Assessment criteria

The learner can:

- 3.1 Identify underlying personal issues that may be a cause of poor personal hygiene
- 3.2 Describe how underlying personal issues might be addressed

Range

(AC3.1) **Underlying personal issues** may include

- financial issues
- abuse
- health issues

Unit 229

Contribute to supporting individuals with a learning disability to access healthcare

Unit level:	2
Credit value:	3
GLH:	27
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting an individual to access and use healthcare services.

Learning outcome

The learner will:

- 1 Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare

Assessment criteria

The learner can:

- 1.1 Outline what is meant by a rights based approach to accessing healthcare
- 1.2 Identify legislation which supports a rights based approach to accessing healthcare
- 1.3 Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability
- 1.4 Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance
- 1.5 Describe the actions to take if an individual cannot give informed consent to the treatment

Range

(AC1.3) **Healthcare services** may include

- primary healthcare services
- acute healthcare services
- specialist healthcare services
- community healthcare services

(AC1.4) **An individual** is someone requiring care or support

Learning outcome

The learner will:

- 2 Understand the function of different healthcare services that an individual with a learning disability may need to access

Assessment criteria

The learner can:

- 2.1 List a range of healthcare services that an individual with a learning disability may need to access
 - 2.2 Describe the work of each type of healthcare service
 - 2.3 Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access
-

Learning outcome

The learner will:

- 3 Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with a learning disability

Assessment criteria

The learner can:

- 3.1 Explain how plans for healthcare can be of benefit to an individual with a learning disability
 - 3.2 Identify a range of regular health checks that an individual may have to support good health and well being
 - 3.3 Outline how missing regular health checks can impact on the individual's health and wellbeing
-

Learning outcome

The learner will:

- 4 Be able to contribute to plans for healthcare with individuals with a learning disability

Assessment criteria

The learner can:

- 4.1 Work with an individual and others to identify healthcare services the individual may require
 - 4.2 Agree with the individual and others the type and level of support the individual may require to access healthcare services
 - 4.3 Demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan
 - 4.4 Contribute to the review of plans for healthcare with the individual and others
-

Range

(AC4.1) **Others** may include

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates

Learning outcome

The learner will:

5 Be able to support individuals to overcome barriers to accessing healthcare services

Assessment criteria

The learner can:

- 5.1 Identify barriers to accessing healthcare services that an individual with a learning disability may experience
- 5.2 Identify reasons why an individual may be reluctant to access healthcare services
- 5.3 Demonstrate ways to overcome barriers to accessing healthcare services
- 5.4 Support the individual to access information about healthcare services in their preferred format

Range

(AC5.1) **Barriers** will include personal barriers as well as external barriers

Learning outcome

The learner will:

6 Be able to support individuals with a learning disability to use healthcare services

Assessment criteria

The learner can:

- 6.1 Provide agreed support to enable the individual to use healthcare services
- 6.2 Support the individual to understand the reasons why they are being offered treatment
- 6.3 Support the individual to understand the short and long term effects of treatment
- 6.4 Ensure the individual is able to give informed consent to their treatment in line with current legislation
- 6.5 Record details of a healthcare visit in a format that the individual can understand

6.6 Ensure that information is shared in line with agreed ways of working

Unit 230

Support individuals to negotiate environments

Unit level:	2
Credit value:	4
GLH:	32
Unit aim:	The purpose of this unit is to provide the learner with the knowledge and skills to support individuals to negotiate environments.

Learning outcome

The learner will:

- 1 Understand the factors that impact on an individual being able to negotiate their environment

Assessment criteria

The learner can:

- 1.1 Identify conditions and/or disabilities that may impact on an individual's ability to negotiate familiar and unfamiliar environments
- 1.2 Describe environmental factors that may impact on an individual's ability to negotiate familiar and unfamiliar environments

Range

(AC1.1) **Conditions/and or disabilities** could include factors relating to

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health

Learning outcome

The learner will:

- 2 Be able to prepare to support an individual to negotiate an environment

Assessment criteria

The learner can:

- 2.1 Outline own role in supporting an individual to negotiate an environment
 - 2.2 Identify the environmental barriers that need to be addressed for an individual to negotiate an environment
 - 2.3 Use resources that are available to support the individual to negotiate an environment
-

Range

(AC2.3) **Resources** could include

- other professionals
 - assistive technology / aids
-

Learning outcome

The learner will:

- 3 Be able to support an individual to negotiate an environment

Assessment criteria

The learner can:

- 3.1 Follow an agreed plan or instructions to support an individual to negotiate an environment
 - 3.2 Address the identified environmental barriers to support an individual to negotiate an environment
 - 3.3 Provide information which supports the individual when negotiating an environment
-

Learning outcome

The learner will:

- 4 Be able to review support provided to an individual to negotiate an environment

Assessment criteria

The learner can:

- 4.1 Find out how the individual felt about negotiating an environment
 - 4.2 Gather and record observations about the individual's ability to negotiate an environment
 - 4.3 Feedback recorded observations to others
 - 4.4 Identify own contributions to supporting an individual to negotiate an environment
 - 4.5 Adapt own practice to meet the needs of the individual
-

Range

(AC4.3) **Others** could include

- other professionals
- carers / family members
- advocates
- colleagues

Unit 231

Undertake agreed pressure area care

Unit level:	2
Credit value:	4
GLH:	30
Unit aim:	This unit covers providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Learning outcome

The learner will:

- 1 Understand the anatomy and physiology of the skin in relation to pressure area care

Assessment criteria

The learner can:

- 1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores
- 1.2 Identify pressure sites of the body
- 1.3 Identify factors which might put an individual at risk of skin breakdown and pressure sores
- 1.4 Describe how incorrect handling and moving techniques can damage the skin
- 1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores
- 1.6 Describe changes to an individual's skin condition that should be reported

Range

(AC1.3) **Individual:** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Learning outcome

The learner will:

- 2 Understand good practice in relation to own role when undertaking pressure area care

Assessment criteria

The learner can:

- 2.1 Identify legislation and national guidelines affecting pressure area care
 - 2.2 Describe agreed ways of working relating to pressure area care
 - 2.3 Describe why team working is important in relation to providing pressure area care
-

Learning outcome

The learner will:

- 3 Be able to follow the agreed care plan

Assessment criteria

The learner can:

- 3.1 Describe why it is important to follow the agreed care plan
 - 3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care
 - 3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care
 - 3.4 Describe actions to take where any concerns with the agreed care plan are noted
 - 3.5 Identify the pressure area risk assessment tools which are used in own work area
 - 3.6 Explain why it is important to use risk assessment tools
-

Learning outcome

The learner will:

- 4 Understand the use of materials, equipment and resources that are available when undertaking pressure area care

Assessment criteria

The learner can:

- 4.1 Identify a range of aids or equipment used to relieve pressure
 - 4.2 Describe safe use of aids and equipment
 - 4.3 Identify where up-to-date information and support can be obtained about:
 - 4.3a materials
 - 4.3b equipment
 - 4.3c resources
-

Learning outcome

The learner will:

- 5 Be able to prepare to undertake pressure area care

Assessment criteria

The learner can:

- 5.1 Prepare equipment and environment in accordance with health and safety guidelines
 - 5.2 Obtain valid consent for the pressure area care
-

Range

(AC5.2) **Valid consent:** Valid consent must be in line with agreed UK country definition.

Learning outcome

The learner will:

- 6 Be able to undertake pressure area care

Assessment criteria

The learner can:

- 6.1 Carry out pressure area care procedure in a way that:
 - 6.1a respects the individual's dignity and privacy
 - 6.1b maintains safety
 - 6.1c ensures the individual's comfort
 - 6.1d promotes active participation
 - 6.1e promotes partnership working
 - 6.2 Apply standard precautions for infection prevention and control
 - 6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing
 - 6.4 Move an individual using approved techniques and in accordance with the agreed care plan
 - 6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions
 - 6.6 Communicate effectively with the individual throughout the intervention
 - 6.7 Complete all records and documentation accurately and legibly
-

Range

(AC6.1) **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 232

Move and position individuals in accordance with their care plan

Unit level:	2
Credit value:	4
GLH:	26
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Learning outcome

The learner will:

- 1 Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals

Assessment criteria

The learner can:

- 1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals
- 1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals
- 1.3 Describe health and safety factors in relation to moving and positioning of individuals

Range

(AC1.1) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Learning outcome

The learner will:

- 2 Understand anatomy and physiology in relation to moving and positioning individuals

Assessment criteria

The learner can:

- 2.1 Outline the anatomy and physiology of the human body in relation to moving and positioning individuals
 - 2.2 Describe the impact of specific conditions on the movement and positioning of an individual
-

Learning outcome

The learner will:

- 3 Be able to minimise risk before moving and positioning individuals

Assessment criteria

The learner can:

- 3.1 Carry out preparatory checks using:
 - 3.1a the individual's care plan
 - 3.1b the moving and handling risk assessment
 - 3.2 Identify any immediate risks to the individual
 - 3.3 Describe the action to take in relation to identified risks
 - 3.4 Describe the action to take if the individual's wishes conflict with their care plan
 - 3.5 Prepare the environment ensuring:
 - 3.5a adequate space for the move
 - 3.5b potential hazards are removed
 - 3.6 Apply standard precautions for infection control
-

Learning outcome

The learner will:

- 4 Be able to move and position an individual

Assessment criteria

The learner can:

- 4.1 Confirm the individual's identity and obtain valid consent
 - 4.2 Communicate with the individual in a manner which:
 - 4.2a provides relevant information
 - 4.2b addresses needs and concerns
 - 4.2c provides support and reassurance
 - 4.2d is respectful of personal beliefs and preferences
 - 4.3 Position the individual in accordance with their care plan
 - 4.4 Communicate effectively with others involved in the manoeuvre
 - 4.5 Describe the aids and equipment that may be used for moving and positioning
 - 4.6 Use equipment to maintain the individual in the appropriate position
 - 4.7 Encourage the individual's active participation in the manoeuvre
-

- 4.8 Monitor the individual throughout the activity
- 4.9 Record and report the activity noting when the next positioning manoeuvre is due
-

Range

(AC4.1) **Valid consent:** Valid consent must be in line with agreed UK country definition

(AC4.4) **Others** may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

(AC4.7) **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

Learning outcome

The learner will:

- 5 Know when to seek advice and/or assistance from others when moving and positioning an individual

Assessment criteria

The learner can:

- 5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual
- 5.2 Describe sources of information available in relation to moving and positioning individuals

Unit 233

Assist in the administration of medication

Unit level:	2
Credit value:	4
GLH:	25
Unit aim:	<p>This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.</p> <p>NB this unit is barred with unit 309 Support use of medication in social care settings</p>

Learning outcome

The learner will:

- 1 Know the current legislation, guidelines and policies relevant to the administration of medication

Assessment criteria

The learner can:

- 1.1 Identify the current national legislation and guidelines relevant to the administration of medication
- 1.2 Outline the organisational policies for the management and administration of medication

Learning outcome

The learner will:

- 2 Understand own role in assisting in the administration of medication

Assessment criteria

The learner can:

- 2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication

- 2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication
 - 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence
-

Learning outcome

The learner will:

- 3 Understand the requirements and procedures for assisting in the administration of medication

Assessment criteria

The learner can:

- 3.1 Explain the purpose and significance of the information which should be provided on the label of a medication
 - 3.2 Describe the different routes for the administration of medication
 - 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility
 - 3.4 Describe the various aids which can be used to help individuals take their medication
 - 3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice
 - 3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice
-

Range

(AC3.4) **Individual:** Individual refers to someone requiring care or support, it will usually mean the person or people supported by the learner

Learning outcome

The learner will:

- 4 Understand the requirements and procedures for ensuring an individual's safety

Assessment criteria

The learner can:

- 4.1 Explain the importance of identifying the individual for whom the medications are prescribed
 - 4.2 Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it
-

Learning outcome

The learner will:

- 5 Be able to prepare for the administration of medication

Assessment criteria

The learner can:

- 5.1 Obtain or confirm valid consent for the administration of medication
- 5.2 Apply standard precautions for infection control
- 5.3 Select, check and prepare the medication according to the medication administration record or medication information leaflet
- 5.4 Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist
- 5.5 Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered

Range

(AC5.1) **Valid consent:** Valid consent must be in line with agreed UK country definition

Learning outcome

The learner will:

- 6 Be able to assist in the administration of medication

Assessment criteria

The learner can:

- 6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan
- 6.2 Assist the individual to be as self-managing as possible
- 6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication
- 6.4 Monitor the individual's condition throughout the administration process
- 6.5 Explain the types of adverse effects that may occur and the action to take if they do
- 6.6 Check and confirm that the individual has taken the medication and does not pass medication to others

Learning outcome

The learner will:

- 7 Be able to contribute to the management of medications and administration records

Assessment criteria

The learner can:

- 7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication
- 7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
- 7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage
- 7.4 Maintain the confidentiality of information relating to the individual at all times
- 7.5 Check the stock level of medications and take action to obtain new stocks when required

Unit 305

Understand mental well-being and mental health promotion

Unit level:	3
Credit value:	3
GLH:	20
Unit aim:	This unit aims to provide the learner with an understanding of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Learning outcome

The learner will:

- 1 Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span

Assessment criteria

The learner can:

- 1.1 Evaluate two different views on the nature of mental well-being and mental health
- 1.2 Explain the range of factors that may influence mental well-being and mental health problems across the life span, including:
 - 1.2a biological factors
 - 1.2b social factors
 - 1.2c psychological factors
 - 1.2d emotional factors
- 1.3 Explain how risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health

Range

(AC1.2) **Life span:** Learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in later life. This is in order to promote a holistic and whole-person approach to understanding well-being and mental health

(AC1.3) **Risk factors:** Including inequalities, poor quality social relationships

Protective factors: Including socially valued roles, social support and contact

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

Learning outcome

The learner will:

- 2 Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups

Assessment criteria

The learner can:

- 2.1 Explain the steps that an individual may take to promote their mental well-being and mental health
- 2.2 Explain how to support an individual in promoting their mental well-being and mental health
- 2.3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health
- 2.4 Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community
- 2.5 Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community

Unit 306

Understand mental health problems

Unit level:	3
Credit value:	3
GLH:	14
Unit aim:	This unit aims to provide the learner with knowledge of the main forms of mental health problems according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental health problems impact on the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

Learning outcome

The learner will:

- 1 Know the main form of mental ill health

Assessment criteria

The learner can:

- 1.1 Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders

Range

- (AC1.1) **The main types of mental ill health according to the psychiatric (DSM/ICD) classification system.** Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder. Learners do not need to demonstrate detailed knowledge of each form of disorder within each category

Learning outcome

The learner will:

- 2 Know the impact of mental ill health on the individuals and others in their social network

Assessment criteria

The learner can:

- 2.1 Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health
- 2.2 Explain how mental ill health may have an impact on the individual including:
 - 2.2a psychological and emotional
 - 2.2b practical and financial
 - 2.3c the impact of using services
 - 2.4d social exclusion
 - 2.5e positive impacts
- 2.3 Explain how mental ill health may have an impact on those in the individual's familial, social or work network including:
 - 2.3a psychological and emotional
 - 2.3b practical and financial
 - 2.3c the impact of using services
 - 2.3d social exclusion
 - 2.3e positive impacts
- 2.4 Explain the benefits of early intervention in promoting an individual's mental health and well-being

Unit 307

Introduction to personalisation in social care

Unit level:	3
Credit value:	3
GLH:	22
Unit aim:	This unit is aimed at those working in a wide range of settings. It introduces understanding of how personalisation affects the provision of social care services, with a focus on the systems, skills and support needed to implement personalised provision.

Learning outcome

The learner will:

- 1 Understand the meaning of personalisation in social care

Assessment criteria

The learner can:

- 1.1 Define the term 'personalisation' as it applies in social care
- 1.2 Explain how personalisation can benefit individuals
- 1.3 Explain the relationship between rights, choice and personalisation
- 1.4 Identify legislation and other national policy documents that promote personalisation

Learning outcome

The learner will:

- 2 Understand systems that support personalisation

Assessment criteria

The learner can:

- 2.1 List local and national systems that are designed to support personalisation
- 2.2 Describe the impact that personalisation has on the process of commissioning social care
- 2.3 Explain how direct payments and individual budgets support personalisation

Learning outcome

The learner will:

- 3 Understand how personalisation affects the way support is provided

Assessment criteria

The learner can:

- 3.1 Explain how person centred thinking, person centred planning and person centred approaches support personalisation
- 3.2 Describe how personalisation affects the balance of power between individuals and those providing support
- 3.3 Give examples of how personalisation may affect the way an individual is supported from day to day

Learning outcome

The learner will:

- 4 Understand how to implement personalisation

Assessment criteria

The learner can:

- 4.1 Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation
- 4.2 Identify potential barriers to personalisation
- 4.3 Describe ways to overcome barriers to personalisation in day to day work
- 4.4 Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service

Unit 308

Support individuals to live at home

Unit level:	3
Credit value:	4
GLH:	25
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home.

Learning outcome

The learner will:

- 1 Understand the principles of supporting individuals to live at home

Assessment criteria

The learner can:

- 1.1 Describe how being supported to live at home can benefit an individual
- 1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home
- 1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home
- 1.4 Explain how risk management contributes to supporting individuals to live at home

Range

(AC1.1) An **individual** is someone requiring care or support

Learning outcome

The learner will:

- 2 Be able to contribute to planning support for living at home

Assessment criteria

The learner can:

- 2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home

- 2.2 Identify with an individual their needs that may require additional support and their preferences for how the needs may be met
 - 2.3 Agree with the individual and others the risks that need to be managed in living at home and ways to address them
-

Learning outcome

The learner will:

- 3 Be able to work with individuals to secure additional services and facilities to enable them to live at home

Assessment criteria

The learner can:

- 3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home
 - 3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks
 - 3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation
 - 3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities
-

Range

(AC3.1) **Others** may include

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

(AC3.2) **Needs** may include:

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

(AC3.3) **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

Learning outcome

The learner will:

- 4 Be able to work in partnership to introduce additional services for individuals living at home

Assessment criteria

The learner can:

- 4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home
- 4.2 Introduce the individual to new resources, services, facilities or support groups
- 4.3 Record and report on the outcomes of additional support measures in required ways

Learning outcome

The learner will:

- 5 Be able to contribute to reviewing support for living at home.

Assessment criteria

The learner can:

- 5.1 Work with the individual and others to agree methods and timescales for on-going review
- 5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type of level of support
- 5.3 Work with the individual and others to agree revisions to the support provided

Range

(AC5.2) **Circumstances** may include:

- health
- social situation
- financial circumstances
- legal status

Unit 309

Support use of medication in social care settings

Unit level:	3
Credit value:	5
GLH:	40
Unit aim:	<p>This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.</p> <p>NB this unit is barred with unit 233 Assist in the administration of medication</p>

Learning outcome

The learner will:

- 1 Understand the legislative framework for the use of medication in social care settings

Assessment criteria

The learner can:

- 1.1 Identify legislation that governs the use of medication in social care settings
- 1.2 Outline the legal classification system for medication
- 1.3 Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements

Learning outcome

The learner will:

- 2 Know about common types of medication and their use

Assessment criteria

The learner can:

- 2.1 Identify common types of medication
- 2.2 List conditions for which each type of medication may be prescribed

- 2.3 Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication
-

Learning outcome

The learner will:

- 3 Understand roles and responsibilities in the use of medication in social care settings

Assessment criteria

The learner can:

- 3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
3.2 Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements
-

Learning outcome

The learner will:

- 4 Understand techniques for administering medication

Assessment criteria

The learner can:

- 4.1 Describe the routes by which medication can be administered
4.2 Describe different forms in which medication may be presented
4.3 Describe materials and equipment that can assist in administering medication
-

Learning outcome

The learner will:

- 5 Be able to receive, store and dispose of medication supplies safely

Assessment criteria

The learner can:

- 5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working
5.2 Demonstrate how to store medication safely
5.3 Demonstrate how to dispose of un-used or unwanted medication safely
-

Learning outcome

The learner will:

- 6 Know how to promote the rights of the individual when managing medication
-

Assessment criteria

The learner can:

- 6.1 Explain the importance of the following principles in the use of medication
 - 6.1a consent
 - 6.1b self-medication or active participation
 - 6.1c dignity and privacy
 - 6.1d confidentiality
 - 6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication
 - 6.3 Describe how ethical issues that may arise over the use of medication can be addressed
-

Learning outcome

The learner will:

- 7 Be able to support use of medication

Assessment criteria

The learner can:

- 7.1 Demonstrate how to access information about an individual's medication
 - 7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
 - 7.3 Demonstrate strategies to ensure that medication is used or administered correctly
 - 7.4 Demonstrate how to address any practical difficulties that may arise when medication is used
 - 7.5 Demonstrate how and when to access further information or support about the use of medication
-

Range

(AC7.1) An **individual** is someone requiring care or support

(AC7.2) **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

(AC7.3) Using medication **correctly** must ensure that the individual receives

- the correct medication
 - in the correct dose
 - by the correct route
 - at the correct time
 - with agreed support
 - with respect for dignity and privacy
-

(AC7.4) **Practical difficulties** may include:

- lost medication
- missed medication
- spilt medication
- an individual's decision not to take medication
- difficulty in taking medication in its prescribed form
- wrong medication used
- vomiting after taking medication
- adverse reaction
- discrepancies in records or directions for use

Learning outcome

The learner will:

- 8 Be able to record and report on use of medication

Assessment criteria

The learner can:

- 8.1 Demonstrate how to record use of medication and any changes in an individual associated with it
- 8.2 Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working

Range

(AC8.2) **Agreed ways of working** will include policies and procedures where these exist

Unit 310

Prepare for and carry out extended feeding techniques

Unit level:	3
Credit value:	4
GLH:	27
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake.

Learning outcome

The learner will:

- 1 Understand legislation and agreed ways of working when using extended feeding techniques

Assessment criteria

The learner can:

- 1.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding
- 1.2 Explain the importance of following procedures exactly as specified

Learning outcome

The learner will:

- 2 Understand anatomy and physiology in relation to extended feeding

Assessment criteria

The learner can:

- 2.1 Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding
- 2.2 Explain the importance of fluid and nutritional balance to the health of individuals
- 2.3 Describe conditions where feeding may be undertaken by extended methods

Learning outcome

The learner will:

- 3 Understand extended feeding techniques

Assessment criteria

The learner can:

- 3.1 Explain techniques for extended feeding
- 3.2 Describe equipment and materials that may be used for extended feeding
- 3.3 Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences
- 3.4 Describe how to recognise and deal with adverse reactions which may occur:
 - 3.4a during procedures
 - 3.4b following procedures

Learning outcome

The learner will:

- 4 Be able to manage risks relating to extended feeding

Assessment criteria

The learner can:

- 4.1 Identify potential risks associated with extended feeding
- 4.2 Describe the potential sources and consequences of contamination related to extended feeding
- 4.3 Explain why it is important to:
 - 4.3a Maintain the correct level of cleanliness
 - 4.3b Pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area
- 4.4 Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure
- 4.5 Dispose of:
 - 4.5a Used equipment, materials and feeds
 - 4.5b Body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working

Learning outcome

The learner will:

- 5 Be able to prepare for extended feeding

Assessment criteria

The learner can:

- 5.1 Ensure that adequate and relevant fluids, feeds and equipment are available
 - 5.2 Confirm the identity of the individual prior to carrying out the activity
 - 5.3 Obtain valid consent from the individual prior to carrying out the planned activity
 - 5.4 Confirm equipment and materials are:
 - 5.4a appropriate to the procedure
 - 5.4b fit for purpose
 - 5.5 Position the individual to ensure safety and comfort and to facilitate the method of extended feeding
-

Range

(AC5.2, **Individual:** Individual refers to someone requiring care or support. It will usually mean the person or people supported by the learner
AC5.3,
AC5,5)

(AC5.3) **Valid consent:** Valid consent must be in line with agreed UK country definition

Learning outcome

The learner will:

- 6 Be able to carry out and complete extended feeding techniques

Assessment criteria

The learner can:

- 6.1 Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual
 - 6.2 Carry out extended feeding safely and according to the individual's plan of care
 - 6.3 Observe the individual throughout the activity and respond to any adverse reactions
 - 6.4 Ensure the comfort of the individual following extended feeding
-

Learning outcome

The learner will:

- 7 Be able to maintain records and report on extended feeding

Assessment criteria

The learner can:

- 7.1 Complete required records
 - 7.2 Identify others who may be involved in reviewing the nutritional and fluid intake of an individual
-

7.3 Report any findings about the process and the individual which may have an impact on the care plan

Range

(AC7.2) **Others** may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates

Unit 311

Support individuals at the end of life

Unit level:	3
Credit value:	7
GLH:	53
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.

Learning outcome

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

Assessment criteria

The learner can:

- 1.1 Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care
- 1.2 Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role.

Range

(AC1.1) **Legislation and agreed ways of working** will include policies and procedures where these apply/exist, 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

(AC1.1) An **individual** is the person requiring end of life care

Learning outcome

The learner will:

- 2 Understand factors affecting end of life care

Assessment criteria

The learner can:

- 2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
- 2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care
- 2.3 Explain 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

Range

(AC2.1) **Key people** may include

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

Learning outcome

The learner will:

- 3 Understand advance care planning in relation to end of life care

Assessment criteria

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 advance care planning in relation to end of life care
- 3.3 Describe own role in supporting and recording decisions about advance care planning
- 3.4 Outline ethical and legal issues that may arise in relation to advance care planning

Range

(AC3.3) **Systems for advance care planning** may include

- Gold Standard Framework
- Preferred Priorities for Care/planning ahead checklist

Learning outcome

The learner will:

- 4 Be able to provide support to individuals and key people during end of life care

Assessment criteria

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:
 - 4.5a environmental factors
 - 4.5b non-medical interventions
 - 4.5c use of equipment and aids
 - 4.5d alternative therapies
- 4.6 Contribute to partnership working with key people to support the individual's well-being

Learning outcome

The learner will:

- 5 Understand how to address sensitive issues in relation to end of life care

Assessment criteria

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
-

Range

(AC6.1) **Support organisations and specialist services** may include

- nursing and care homes
 - specialist palliative care services
 - domiciliary, respite and day services
 - funeral directors
-

Learning outcome

The learner will:

- 7 Be able to 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
-

Range

(AC7.1) **Other members of the team** may include:

- line manager
 - religious representatives
 - specialist nurse
 - occupational or other therapist
 - social worker
 - key people
-

Learning outcome

The learner will:

- 8 Be able to 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
-

Learning outcome

The learner will:

- 9 Be able to take action following the death of individuals

Assessment criteria

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 actions immediately following a death that respect the individual's wishes and follow agreed ways of working
 - 9.3 Describe ways to support key people immediately following an individual's death
-

Range

(AC9.2) **Actions** may include:

- attending to the body of the deceased
 - reporting the death through agreed channels
 - informing key people
-

Learning outcome

The learner will:

- 10 Be able to manage own feelings in relation to the dying or death of individuals

Assessment criteria

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 feeling in relation to an individual's dying or death
-

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.

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 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 on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Appendix 2 Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

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

E: centresupport@cityandguilds.com

Single subject qualifications

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

E: singlesubjects@cityandguilds.com

International awards

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

E: intops@cityandguilds.com

Walled Garden

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

E: walledgarden@cityandguilds.com

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

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

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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