



# City & Guilds Level 2 Diploma in Care (3095-21)

Version 2.4 January 2025

## Qualification Handbook



*Meets Skills for Health qualification design criteria*

## Qualification at a glance

<b>Subject area</b>	1.3 Health and Social Care
<b>City &amp; Guilds number</b>	3095
<b>Age group approved</b>	16+
<b>Entry requirements</b>	None
<b>Assessment types</b>	Portfolio
<b>Grading:</b>	Pass/Fail
<b>Approvals</b>	Full Qualification approval
<b>Support materials</b>	SmartScreen; Candidate logbook, Guide to assessing Health and Social Care qualifications
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
3095-21 Level 2 Diploma in Care	311	460	3095-21	<a href="#">603/2660/8</a>

Version and date	Change detail	Section
1 October 17	Input of data	Throughout handbook
19 January 18	Removed duplicate unit 212, added minimum requirement of Group to ROC	ROC description and duplicate unit
1.2 5 April 18	Added statement regarding disclosure and barring	Entry requirements
1.3 October 18	Amends to ACs 2.1 and 2.5	Unit 250
2.0 May 2019	Additional assessment methods or evidence sources section added.	Section 4 – Assessment
	Links to external documents updated	Pages 12 & 16
2.1 June 2020	Added Internal quality assurers section	Page 13
2.2 September 2023	Updated titling	Throughout
2.3 March 2024	Update of Quality Assurance Statement	Centre Requirements
2.4 January 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added.	All

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<b>Unit 235</b>	<b>Support individuals to access and use information about services and facilities</b>	<b>90</b>
<b>Unit 236</b>	<b>Assist in the administration of medication</b>	<b>93</b>
<b>Unit 237</b>	<b>Support individuals to carry out their own health care procedures</b>	<b>97</b>
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<b>Unit 251</b>	<b>Monitor and maintain the environment and resources during and after health care activities</b>	<b>123</b>
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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 Level 2 Diploma in Care is an occupational qualification for learners who work in Health and Care Settings in England. The qualification is linked to the following Trailblazer Apprenticeships:</p> <ul style="list-style-type: none"> <li>• Adult Care Worker (mandatory in the standard)</li> <li>• Healthcare Support Worker (optional for on-programme)</li> </ul> <p>The qualification provides the knowledge and skills for workers who have roles with responsibilities for delivery of care and support such as:</p> <ul style="list-style-type: none"> <li>• Adult Care Worker</li> <li>• Healthcare Assistant/Support Worker</li> <li>• Personal Assistant</li> </ul>
What does the qualification cover?	<p>This qualification consists of mandatory units covering core knowledge and skills competencies with optional specialisms which can be combined in flexible ways to reflect the real working context of different learners.</p> <p>The content of the mandatory units covers person centred approaches, communication, personal development, equality and inclusion, handling information, duty of care, responsibilities of the role, safeguarding, and, health, safety and wellbeing.</p> <p>The optional units are designed to meet the requirements of a range of Healthcare and Care services and to support the delivery of both the Adult Care Worker and Healthcare Support Worker Apprenticeship Standards.</p> <p>Unit 286 Knowledge, skills and behaviours expected of an adult care worker will be particularly useful for those learners completing this qualification as part the Adult Care Worker Apprenticeship.</p>
What opportunities for progression are there?	<p>This qualification allows candidates to learn, develop and demonstrate the skills and knowledge required for employment and/or career progression in Healthcare and Adult Care settings.</p> <p>Learners can progress to the City &amp; Guilds level 3 Diploma in Adult Care (3095-31) or the City &amp; Guilds Level 3 Diploma in Healthcare Support (4345-31)</p>

Area	Description
	<p>providing they are in an appropriate job role.</p> <p>Opportunities may also be available to progress to an apprenticeships for the Lead Adult Care Worker or Senior Healthcare Support Worker.</p>
<p>Who did we develop the qualification with?</p>	<p>This qualification is endorsed by:</p> <p>Skills for Health the Sector Skills Council for Healthcare and Skills for Care the Sector Skills Council for Adult Social Care in England</p>
<p>Is it part of an apprenticeship framework or initiative?</p>	<p>This qualification is the on-programme component of the Adult Care Worker Trailblazer Apprenticeship.</p> <p>It also provides the underpinning knowledge, skills and behaviours for the Healthcare Support Worker Apprenticeship and may be used to support the on-programme element of this apprenticeship if the employer wishes to include a qualification.</p> <p>City &amp; Guilds is approved to offer End-point Assessment for the following standards from 2018.</p> <ul style="list-style-type: none"> <li>• 9042-12 Adult Care Worker</li> <li>• 9041-12 Healthcare Support Worker</li> </ul>

## Structure

To achieve the **City & Guilds level 2 Diploma in Care (3095-21)** Learners must achieve a minimum of 46 credits.

24 credits must come from the mandatory units in group A.

A minimum of 22 credits from optional groups B and C. There is a minimum requirement of 14 credits from group B. There is a maximum of 8 credits from group C.

Note the following barred combinations:

Unit 245 is barred with unit 260

Unit 260 is barred with unit 245

## 3095-21 Level 2 Diploma in Care

City & Guilds unit number	Unit title	Credit
<b>Group A Mandatory Units</b>		
201	Safeguarding and protection in care settings	3
202	Responsibilities of a care worker	2
203	Communication in care settings	3
205	Duty of care	1
206	Handle information in care settings	1
207	Personal development in care settings	3
209	Equality and inclusion in care settings	2
210	Health, safety and wellbeing in care settings	4
211	Implement person-centred approaches in care settings	5
<b>Group B Optional Units</b>		
212	Undertake personal hygiene activities with individuals	3
219	Assist the practitioner to carry out health care activities	2
220	Contribute to monitoring the health of individuals affected by health conditions	2
223	Provide support for mobility	2
224	Support individuals undergoing healthcare activities	3
228	Support individuals to eat and drink	2
231	Contribute to the care of a deceased person	3
232	Undertake agreed pressure area care	4
234	Provide support for sleep	2
235	Support individuals to access and use information about services and facilities	3
236	Assist in the administration of medication	4
237	Support individuals to carry out their own health care procedures	2
240	Provide support for leisure activities	3

## Group B Optional Units

241	Support individuals to meet personal care needs	2
244	Move and position individuals in accordance with their care plan	4
245	Support individuals to manage continence	3
246	Obtain and test specimens from individuals	2
247	Prepare individuals for healthcare activities	2
249	Provide support to manage pain and discomfort	2
250	Select and wear appropriate personal protective equipment for work in healthcare settings	2
251	Monitor and maintain the environment and resources during and after health care activities	3
253	Contribute to the effectiveness of teams	2
254	Support individuals who are distressed	3
260	Support individuals to manage continence and care for indwelling catheters	4
261	Provide support for therapy sessions	2
265	Support effective communication with individuals with a sensory loss	3
266	Working as part of a team in health and social care	2
268	Contribute to the support of positive risk-taking for individuals	3
269	Support care plan activities	2
270	Contribute to supporting group care activities	3
272	Meet food safety requirements when providing food and drink for individuals	2
273	Safe practice when visiting individuals in their home	2
276	Understand and implement a person centred approach to the care and support of individuals with dementia	3
281	Contribute to supporting individuals in the use of assistive technology	3
283	Contribute to the support of individuals with multiple conditions and/or disabilities	3
284	Contribute to the support of infection prevention and control in adult care	3
286	Knowledge, skills and behaviours expected of adult care workers	2
314	Undertake physiological measurements	3
317	Obtain and test capillary blood samples	4

### Group B Optional Units

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326	Support individuals at the end of life	6
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### Group C Optional Units

204	Causes and Spread of Infection	2
208	Cleaning, Decontamination and Waste Management	2
221	Principles of Health Promotion	2
230	Promotion of General Health and Well-being	2
243	Dementia Awareness	2
262	Understand the impact of Acquired Brain Injury on individuals	3
263	Stroke awareness	3
264	Introductory awareness of sensory loss	2
267	Understanding advocacy	2
271	Understand the benefits of engaging in activities in adult care	2
274	Understand physical disability	2
275	Understand how to work in end of life care	3
277	Understand the context of supporting individuals with learning disabilities	2
278	Principles of supporting individuals with a learning disability to access healthcare	2
279	Introductory awareness of autistic spectrum conditions	2
282	The principles of Infection Prevention and Control	3
308	Understand mental well-being and mental health promotion	3
309	Understand mental health problems	3

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### Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the

immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
3095-21 Level 2 Diploma in Care	311	460

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## 2 Centre requirements

### Approval

If your Centre is approved to offer the qualification 4222-21 Level 2 Diploma in Health and Social Care (Adults) and/or the 4223-01 Level 2 Diploma in Clinical Healthcare Support, you will be given automatic approval for the 3095-21 Level 2 Diploma in Care

If your centre is only approved to offer any of the qualifications listed below, then full qualification approval will be required.

4223-02 Level 2 Certificate in Healthcare Support Services  
4229-02 Level 2 Certificate in Preparing to work in Adult Social Care

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.

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

### Resource requirements

#### Resources

It is advisable that the majority of assessment for this competence-based qualification will take place in the workplace under real work conditions.

#### 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
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Assessors must also:

- maintain their occupational competence through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.
- hold D32/33 or A1 or be working towards the A1 replacements, eg the City & Guilds 6317 such as:
  - o the Level 3 Award in Assessing Competence in the Work Environment or
  - o the Level 3 Certificate in Assessing Vocational Achievement or
  - o another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's External Quality Assurer.

Competence units MUST be assessed by occupationally competent assessors. Each assessor must be capable of carrying out the full requirements of the area they are assessing, Occupational competence means that they are also occupationally knowledgeable.

Occupationally knowledgeable assessors can assess units or learning outcomes which are designed to assess specific knowledge and understanding. Each assessor must have the relevant knowledge and understanding of the area they are assessing.

For further information on assessor requirements refer to the Joint Skills for Care and Skills for Healthcare Assessment Principles October 2017 on the skills for Care website:

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/Qualifications/Joint-SfC-SfH-Assessment-Principles-Oct-17-v1-final-version.pdf>

See also the assessment section for details from the assessment strategy on the role of the expert witness.

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

### **Internal quality assurers**

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold an internal quality assurance or verification qualification.

The qualification requirements for an IQA are as follows, the IQA must:

- hold or be working towards the current Quality Assurance qualifications such as the City & Guilds:
  - o 6317-41 Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice **or**
  - o 6317-42 Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice **or**
  - o hold the D34 unit or V1 Verifiers Award.

If the internal quality assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to the 6317- 41/42 qualifications, V1 standards or other equivalents for Internal Quality Assurance.

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

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

## **Quality assurance**

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external

quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

## **Learner entry requirements**

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

It is the responsibility of the centre to liaise with the employer to ensure the candidate has met any requirements such as enhanced disclosure and barring checks prior to commencing the qualification. The centre should record this as part of initial assessment.

Where candidates are undertaking an apprenticeship standard, they must undertake an enhanced disclosure and barring service check prior to starting the apprenticeship.

## **Age restrictions**

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for learners under 16.

## **Access arrangements and reasonable adjustments**

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the [City & Guilds website](#)

## 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 qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.
- ensure that the range of optional units chosen are supported by the candidates job role and if appropriate reflect requirements of the Adult Care Worker and Healthcare Support Worker apprenticeship standards

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.

### Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

**[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)**

### Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

**[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

## Support materials

The following resources are available for these qualifications:

Description	How to access
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
Candidate logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Guide to assessments qualifications in Health and Social Care	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>

## Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. A logbook for the mandatory units is available for centres to download from the 3095 qualification page of the City & Guilds website.

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](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence covering the assessment criteria for each unit.

## Assessment Types

Unit	Title	Assessment method	Where to obtain assessment materials
201	Safeguarding and protection in care settings	Portfolio	Mandatory unit log book download from City & Guilds Website
202	Responsibilities of a care worker	Portfolio	Mandatory unit log book download from City & Guilds Website
203	Communication in care settings	Portfolio	Mandatory unit logbook download from City & Guilds Website
205	Duty of Care	Portfolio	Mandatory unit log book download from City & Guilds Website
206	Handle information in care settings	Portfolio	Mandatory unit log book download from City & Guilds Website
207	Personal development in care settings	Portfolio	Mandatory unit log book download from City & Guilds Website
209	Equality and inclusion in care settings	Portfolio	Mandatory unit log book download from City & Guilds Website
210	Health, safety and wellbeing in care settings	Portfolio	Mandatory unit log book download from City & Guilds Website
211	Implement person-centred approaches in care settings	Portfolio	Mandatory unit log book download from City & Guilds Website
Optional units	Refers to all units from the optional unit group	Portfolio	Units in the Qualification Handbook



## Assessment strategy

Units are assessed through a portfolio of evidence. All evidence in the portfolio for the skills learning outcomes must be generated in the workplace or a realistic working environment.

Level 2 Diploma in Care 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.

The qualification/units must be assessed in line with the Joint Skills for Care and Skills for Healthcare Assessment Principles for the Level 2 Diploma in Care in England; which are published on the Skills for Care website:

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/Qualifications/Joint-SfC-SfH-Assessment-Principles-Oct-17-v1-final-version.pdf>

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.

## Portfolio of evidence

Candidate 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 candidates' progress towards achieving qualifications. Further details are available at [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of **recording forms** including examples of completed forms for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurers, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## Evidence sources

There will be a combination of evidence sources 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 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.

### **Additional assessment methods or evidence sources**

To help build a well-rounded portfolio, 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 make the consistency of the candidate's practice for each unit.

- Expert witnesses may observe candidate practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their candidate she/he will identify an expert witness in the workplace, who will provide testimony of the candidates work based performance.
- Work products can be any relevant products of candidates' 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 candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates can evaluate their knowledge and practice across the qualification.
- Candidate/ reflective accounts describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- Questions asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate 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. These should be from people who are in a position to provide evidence of candidate 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 felt to provide it.
- Projects/Assignments. Candidates 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 to be included in candidates' portfolios but must be referred to in the assessment records.

### **Time constraints**

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

- Candidates must be registered with the Awarding Organisation before formal assessment commences
- Candidates must finish their assessment within their period of registration. Qualification registration is valid for 5 years

### **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 refer the Centre Manual - Supporting Customer Excellence for further information.

## 5 Units

### Availability of units

Some of the units can be found in a separate document.

### Structure of the units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- Title
- Level
- Guided learning hours (GLH)
- Credit value
- Unit aim
- Learning outcomes, which are comprised of a number of assessment criteria
- Range statements
- Relationship to NOS

### Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

**Range** statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

## Unit 201

## Safeguarding and protection in care settings

<b>UAN:</b>	Y/615/7756
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	26
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged. Care settings eg. Adult, children and young people's health settings and adult care settings.
<b>Relationship to NOS:</b>	SCDHSC0024 Support the safeguarding of individuals SCDHSC0035 Promote the safeguarding of individuals

---

### Learning outcome

The learner will:

- 1 Understand principles of safeguarding adults

### Assessment criteria

The learner can:

- 1.1 Explain the term safeguarding
- 1.2 Explain own role and responsibilities in safeguarding individuals
- 1.3 Define the following terms:
  - 1.3 a Physical abuse
  - 1.3 b Domestic abuse
  - 1.3 c Sexual abuse
  - 1.3 d Emotional/ psychological abuse
  - 1.3 e Financial/ material abuse
  - 1.3 f Modern slavery
  - 1.3 g Discriminatory abuse
  - 1.3 h Institutional/ organisational abuse
  - 1.3 i Self-neglect

- 1.3 j Neglect by others
  - 1.4 Describe harm
  - 1.5 Describe restrictive practices
- 

### Range

(AC1.3) **Domestic abuse:** Domestic abuse should include acts of control and coercion.

---

### Learning outcome

The learner will:

- 2 Know how to recognise signs of abuse

### Assessment criteria

The learner can:

- 2.1 Identify the signs and/ or symptoms associated with each of the following types of abuse:
    - 2.1 a Physical abuse
    - 2.1 b Domestic abuse
    - 2.1 c Sexual abuse
    - 2.1 d Emotional/psychological abuse
    - 2.1 e Financial/material abuse
    - 2.1 f Modern slavery
    - 2.1 g Discriminatory abuse
    - 2.1 h Institutional/organisational abuse
    - 2.1 i Self-neglect
    - 2.1 j Neglect by others
  - 2.2 Describe factors that may contribute to an individual being more vulnerable to abuse
- 

### Range

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

- a setting or situation
- the individual

(AC2.2) **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.

---

### Learning outcome

The learner will:

- 3 Know how to respond to suspected or alleged abuse

### Assessment criteria

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The learner can:

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

### Range

(AC3.1) **Actions to take:** The actions to take constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

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

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 4.1 Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse
  - 4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse
  - 4.3 Identify factors which have featured in reports into serious cases of abuse and neglect
  - 4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistle blowing
  - 4.5 Identify when to seek support in situations beyond your experience and expertise
- 

### Range

(AC4.1) **Local systems:** Local systems may include:

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

(AC4.4) **Whistle blowing:** A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct

---

### Learning outcome

The learner will:

- 5 Understand ways to reduce the likelihood of abuse
-

## Assessment criteria

The learner can:

- 5.1 Explain how the likelihood of abuse may be reduced by:
    - 5.1 a working with person centred values
    - 5.1 b encouraging active participation
    - 5.1 c promoting choice and rights
    - 5.1 d supporting individuals with awareness of personal safety
  - 5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
  - 5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention
- 

## Range

(AC5.1) **Person centred values:** Person centred values include:

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

(AC5.1) **Active participation:** 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:

- 6 Know how to recognise and report unsafe practices

## Assessment criteria

The learner can:

- 6.1 Describe unsafe practices that may affect the well-being of individuals
  - 6.2 Explain the actions to take if unsafe practices have been identified
  - 6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
-

---

## Range

(AC6.1) **Unsafe practices:** Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties

(AC6.1) **Well-being:** Well-being may include aspects that are:

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

## Learning outcome

The learner will:

7 Understand principles for online safety

## Assessment criteria

The learner can:

7.1 Describe the potential risks presented by:

7.1 a the use of electronic communication devices

7.1 b the use of the internet

7.1 c the use of social networking sites

7.1 d carrying out financial transactions online

7.2 Explain ways of reducing the risks presented by each of these types of activity

7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices

## Unit 202

## Responsibilities of a care worker

<b>UAN:</b>	J/615/7946
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.
<b>Relationship to NOS:</b>	SCDHSC0023 Develop your own knowledge and practice. SCDHSC0024 Support the safeguarding of individuals.

---

### Learning outcome

The learner will:

- 1 Understand working relationships in care settings

### Assessment criteria

The learner can:

- 1.1 Explain how a working relationship is different from a personal relationship
- 1.2 Describe different working relationships in care settings

---

### Range

(AC1.2) **Care settings:** Care settings eg. Adult, children and young people's health settings and adult 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 Work in line with agreed ways of working
  - 2.4 Contribute to quality assurance processes to promote positive experiences for individuals receiving care
- 

### Range

- (AC2.2) **Agreed ways of working:** Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro-employers.
- (AC2.4) **Individuals:** 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:

- 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 Demonstrate ways of working that can help improve partnership working
  - 3.3 Identify skills and approaches needed for resolving conflicts
  - 3.4 Access support and advice about:
    - 3.4 a partnership working
    - 3.4 b resolving conflicts
- 

### Range

- (AC3.1) **Others:** Others may include:
- team members and colleagues
  - other professionals
  - individual people who require care or support
  - families, friends, advocates or others who are important to individual people
-

## Unit 203

## Communication in care settings

<b>UAN:</b>	Y/615/7868
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to communicate with others in work settings. This also includes how to maintain confidentiality when communicating with and about others.
<b>Relationship to NOS:</b>	SCDHSC0021 Support effective communication

---

### Learning outcome

The learner will:

- 1 Understand why communication is important in the work setting

### Assessment criteria

The learner can:

- 1.1 Identify different reasons why people communicate
- 1.2 Explain how effective communication affects all aspects of your own work
- 1.3 Explain why it is important to observe an individual's reactions when communicating with them

---

### Range

(AC1.1, **Work setting:** Work setting may include one specific location or a range of locations, AC1.2, depending on the context of a particular work role.

AC1.3)

(AC1.3) **Individual's:** 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 Be able to meet the communication and language needs, wishes and preferences of individuals

## Assessment criteria

The learner can:

- 2.1 Find out an individual's communication and language needs, wishes and preferences
- 2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences
- 2.3 Show how and when to seek advice about communication

---

## Range

(AC2.1) **Preferences:** Preferences may be based on:

- beliefs
- values
- culture

(AC2.2) **Communication methods:** Communication methods may include:

- non-verbal communication
  - eye contact
  - touch
  - physical gestures
  - body language
  - behaviour
- verbal communication
  - vocabulary
  - linguistic tone
  - pitch
- technological aids

---

## 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 Demonstrate how to reduce barriers to communication in different ways
- 3.3 Demonstrate ways to check that communication has been understood
- 3.4 Identify sources of information, support and services to enable more effective communication

---

## Range

- (AC3.4) 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 confidentiality at work

## Assessment criteria

The learner can:

- 4.1 Explain the term 'confidentiality'
- 4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working
- 4.3 Describe situations where information normally considered to be confidential might need to be passed on
- 4.4 Explain how and when to seek advice about confidentiality
- 

## Range

- (AC4.2) **Agreed ways of working:** Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.

## Unit 204

## Causes and Spread of Infection

<b>UAN:</b>	H/615/7923
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between both infection and colonisation 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.
<b>Relationship to NOS:</b>	IPC2.2012

### 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:** 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 205

## Duty of care

<b>UAN:</b>	M/615/7925
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	1
<b>GLH:</b>	7
<b>Unit aim:</b>	This unit covers the knowledge required to understand duty of care and own role in this.
<b>Relationship to NOS:</b>	SCDHSC0024

---

### Learning outcome

The learner will:

- 1 Understand the implications of duty of care

### Assessment criteria

The learner can:

- 1.1 Define the term 'duty of care'
- 1.2 Describe how duty of care relates to duty of candour
- 1.3 Describe how the duty of care affects own work role

---

### Range

(AC1.2) **Candour:** Candour – being open and honest with patients and being open and honest within organisations in reporting adverse incidents or near misses that may have led to harm.

---

### Learning outcome

The learner will:

- 2 Understand support available for addressing dilemmas that may arise about duty of care

### Assessment criteria

The learner can:

- 2.1 Describe dilemmas that may arise between the duty of care and an individual's rights

2.2 Explain where to get additional support and advice about how to resolve such dilemmas

---

### Range

(AC2.1) **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:

3 Know how to respond to complaints

### Assessment criteria

The learner can:

3.1 Describe the process to follow when responding to complaints

3.2 Identify the main points of agreed procedures for handling complaints

## Unit 206

## Handle information in care settings

<b>UAN:</b>	F/615/7945
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Unit aim:</b>	This unit covers the knowledge and skills to be able to handle information in care settings.
<b>Relationship to NOS:</b>	SCDHSC0021

---

### Learning outcome

The learner will:

- 1 Understand the need for secure handling of information in care settings

### Assessment criteria

The learner can:

- 1.1 Identify the legislation that relates to the recording, storage and sharing of information in care settings
- 1.2 Explain why it is important to have secure systems for recording and storing information in a care setting

---

### Range

(AC1.1) **Care settings:** Care settings eg. Adult, children and young people's health settings and adult care settings.

---

### Learning outcome

The learner will:

- 2 Know how to access support for handling information

### Assessment criteria

The learner can:

- 2.1 Describe how to access guidance, information and advice about handling information

- 2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information
- 

### Learning outcome

The learner will:

- 3 Be able to handle information in accordance with agreed ways of working

### Assessment criteria

The learner can:

- 3.1 Keep records that are up to date, complete, accurate and legible
- 3.2 Follow agreed ways of working for:
- 3.2 a recording information
  - 3.2 b storing information
  - 3.2 c sharing information
- 

### Range

- (AC3.2) **Agreed ways of working:** Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.

## Unit 207

## Personal development in care settings

<b>UAN:</b>	J/615/7980
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Unit aim:</b>	This unit is aimed at those who work in care settings. The unit introduces the concepts of personal development and reflective practice.
<b>Relationship to NOS:</b>	SCDHSC0023 GEN12 GEN13

---

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 1.1 Describe the duties and responsibilities of own role
- 1.2 Identify standards, regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role
- 1.3 Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice

---

### Range

(AC1.2) **Standards:** Standards may include:

- codes of conduct and practice
- regulations
- minimum standards
- National Occupational Standards

---

## Learning outcome

The learner will:

- 2 Be able to reflect on own work activities

## Assessment criteria

The learner can:

- 2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
- 2.2 Assess how well own knowledge, skills and understanding meet standards
- 2.3 Demonstrate the ability to reflect on work activities

---

## Learning outcome

The learner will:

- 3 Be able to agree a personal development plan

## Assessment criteria

The learner can:

- 3.1 Identify sources of support and how they can be used for own learning and development
- 3.2 Describe the process for agreeing a personal development plan and who should be involved
- 3.3 Contribute and agree to own personal development plan

---

## Range

(AC3.1) **Sources of support:** Sources of support may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

(AC3.2) **Personal development plan:** A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

(AC3.2) **Who should be involved:** Who should be involved may include:

- the individual
- carers
- advocates
- supervisor, line manager or employer
- team members

- other professionals
- 

### Learning outcome

The learner will:

- 4 Be able to develop own knowledge, skills and understanding

### Assessment criteria

The learner can:

- 4.1 Describe how a learning activity has improved own knowledge, skills and understanding
  - 4.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding
  - 4.3 Explain the importance of continuing professional development
  - 4.4 Describe how feedback from others has developed own knowledge, skills and understanding
  - 4.5 Demonstrate how to record progress in relation to personal development
- 

### Range

(AC4.3) **Continuing professional development (CPD):** Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

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

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

## Unit 208

## Cleaning, Decontamination and Waste Management

<b>UAN:</b>	L/615/8158
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit aims to explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.
<b>Relationship to NOS:</b>	IPC3.2012

---

### Learning outcome

The learner will:

- 1 Understand how to maintain a clean environment

### Assessment criteria

The learner can:

- 1.1 State the general principles for environmental cleaning
- 1.2 Explain the purpose of cleaning schedules
- 1.3 Describe how the correct management of the environment minimises the spread of infection
- 1.4 Explain the reason for the national policy for colour coding of cleaning equipment

---

### Learning outcome

The learner will:

- 2 Understand the principles and steps of the decontamination process

### Assessment criteria

The learner can:

- 2.1 Describe the three steps of the decontamination process
  - 2.2 Describe how and when cleaning agents are used
  - 2.3 Describe how and when disinfecting agents are used
  - 2.4 Explain the role of personal protective equipment (PPE) during the contamination process
  - 2.5 Explain the concept of risk in dealing with specific types of contamination
  - 2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate
  - 2.7 Describe how equipment should be cleaned and stored
- 

### Learning outcome

The learner will:

- 3 Understand the importance of good waste management practice

### Assessment criteria

The learner can:

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

## Unit 209

## Equality and inclusion in care settings

<b>UAN:</b>	H/615/8165
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Unit aim:</b>	This unit introduces the knowledge and skills to enable the individual to work in an equitable and inclusive way.
<b>Relationship to NOS:</b>	SCDHSC0024

---

### Learning outcome

The learner will:

- 1 Understand the importance of equality and inclusion

### Assessment criteria

The learner can:

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

---

### Range

(AC1.2) **Work setting:** Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

---

### Learning outcome

The learner will:

- 2 Be able to work in an inclusive way

## Assessment criteria

The learner can:

- 2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
  - 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
  - 2.3 Describe how to challenge discrimination in a way that encourages change
- 

## Range

(AC2.2) **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:

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

## Assessment criteria

The learner can:

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

## Unit 210

## Health, safety and wellbeing in care settings

<b>UAN:</b>	F/615/8173
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	33
<b>Unit aim:</b>	The aim of this unit is to prepare the learner for the principles of health and safety within the health and care settings.
<b>Relationship to NOS:</b>	SCDHSC0022

---

### Learning outcome

The learner will:

- 1 Understand own responsibilities, and the responsibilities of others, 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 a care work setting
- 1.2 Outline the main points of the health and safety policies and procedures agreed with the employer
- 1.3 Outline the main health and safety responsibilities of:
  - 1.3 a self
  - 1.3 b the employer or manager
  - 1.3 c others in the work setting
- 1.4 Identify tasks relating to health and safety that should not be carried out without special training
- 1.5 Explain how to access additional support and information relating to health and safety

---

### Range

- (AC1.2) **Policies and procedures:** Policies and procedures may include other agreed ways of working as well as formal policies and procedures.
- (AC1.3) **Health and safety:** Health and safety could be in relation to the safety of yourself, your colleagues or the people you support.

(AC1.3) **Others:** Others may include:

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

(AC1.3) **Work setting:** Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

(AC1.4) **Tasks:** Tasks that the learner should not carry out without special training may include those relating to:

- use of equipment
  - first aid
  - medication
  - health care procedures
  - food handling and preparation
- 

### 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 Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities
  - 2.2 Explain how and when to report potential health and safety risks that have been identified
  - 2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns
- 

### Learning outcome

The learner will:

- 3 Understand procedures for responding to accidents and sudden illness

### Assessment criteria

The learner can:

- 3.1 Describe different types of accidents and sudden illnesses that may occur in own work setting
  - 3.2 Outline the procedures to be followed if an accident or sudden illness should occur
-

---

### Learning outcome

The learner will:

- 4 Be able to reduce the spread of infection

### Assessment criteria

The learner can:

- 4.1 Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection
- 4.2 Explain the causes and spread of infection in care settings
- 4.3 Demonstrate the recommended method for hand washing settings
- 4.4 Demonstrate the use of Personal Protective Equipment (PPE) and when to use it
- 4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work

---

### Range

- (AC4.2) **Care settings:** Care settings eg. Adult, children and young people's health settings and adult care settings.
- (AC4.4) **Use of Personal, Protective Equipment (PPE):** Use of Personal, Protective Equipment (PPE) the learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

---

### Learning outcome

The learner will:

- 5 Be able to move and handle equipment and objects safely

### Assessment criteria

The learner can:

- 5.1 Identify legislation that relates to moving and handling
- 5.2 Explain principles for moving and handling equipment and other objects safely
- 5.3 Demonstrate how to move and handle equipment and objects safely

---

### Learning outcome

The learner will:

- 6 Know how to handle hazardous substances and materials

### Assessment criteria

The learner can:

- 6.1 Describe hazardous substances and materials that may be found in the work setting
  - 6.2 Explain safe practices for:
    - 6.2 a storing hazardous substances
    - 6.2 b using hazardous substances
    - 6.2 c disposing of hazardous substances and materials
- 

### Learning outcome

The learner will:

- 7 Understand how to promote fire safety in the work setting

### Assessment criteria

The learner can:

- 7.1 Describe practices that prevent fires from:
    - 7.1 a starting
    - 7.1 b spreading
  - 7.2 Describe emergency procedures to be followed in the event of a fire in the work setting
  - 7.3 Explain the importance of maintaining clear evacuation routes at all times
- 

### Learning outcome

The learner will:

- 8 Be able to implement security measures in the work setting

### Assessment criteria

The learner can:

- 8.1 Use agreed ways of working for checking the identity of anyone requesting access to:
    - 8.1 a premises
    - 8.1 b information
  - 8.2 Implement measures to protect own security and the security of others in the work setting
  - 8.3 Explain the importance of ensuring that others are aware of own whereabouts
- 

### Range

- (AC8.1) **Agreed ways of working:** 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:

9 Know how to manage own stress

## Assessment criteria

The learner can:

- 9.1 Identify common signs and indicators of stress in self and others
- 9.2 Identify circumstances and factors that tend to trigger stress in self and others
- 9.3 Describe ways to manage stress and how to access sources of support

---

## Range

(AC9.1, **Stress:** Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.  
AC9.2,  
AC9.3)

(AC9.3) **Sources of support:** Sources of support may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

## Unit 211

## Implement person-centred approaches in care settings

<b>UAN:</b>	F/615/7752
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	5
<b>GLH:</b>	39
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand and work in a person-centred way. Care settings can include adult, children and young people's health settings and adult care settings
<b>Relationship to NOS:</b>	SCDHSC0024 Support the safeguarding of individuals. SCDHSC0026 Support individuals to access information on services and facilities. SCDHSC0234 Uphold the rights of individuals. GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness.

---

### Learning outcome

The learner will:

- 1 Understand person-centred approaches for care and support

### Assessment criteria

The learner can:

- 1.1 Define person-centred values
- 1.2 Explain why it is important to work in a way that embeds person-centred values
- 1.3 Explain why risk-taking can be part of a person-centred approach
- 1.4 Explain how using an individual's care plan contributes to working in a person-centred way

---

### Range

(AC1.1) **Person-centred values:** Person-centred values include:

- individuality
- rights
- choice

- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership

(AC1.4) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

(AC1.4) **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 work in a person-centred way

### Assessment criteria

The learner can:

- 2.1 Find out the history, preferences, wishes and needs of the individual
  - 2.2 Apply person-centred values in day to day work taking into account the history, preferences, wishes and needs of the individual
- 

### Range

(AC2.1) **Preferences:** Preferences may be based on:

- beliefs
  - values
  - culture
- 

### Learning outcome

The learner will:

- 3 Be able to establish consent when providing care or support

### Assessment criteria

The learner can:

- 3.1 Explain the importance of establishing consent when providing care or support
  - 3.2 Establish consent for an activity or action
  - 3.3 Explain what steps to take if consent cannot be readily established
-

---

## Range

(AC3.1) **Consent:** Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity').

---

## Learning outcome

The learner will:

4 Be able to encourage active participation

## Assessment criteria

The learner can:

4.1 Describe how active participation benefits an individual

4.2 Identify possible barriers to active participation

4.3 Demonstrate ways to reduce the barriers and encourage active participation

---

## Range

(AC4.1) **Active participation:** 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 support the individual's right to make choices

## Assessment criteria

The learner can:

5.1 Support an individual to make informed choices

5.2 Use agreed risk assessment processes to support the right to make choices

5.3 Explain why a worker's personal views should not influence an individual's choices

5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others

---

## Learning outcome

The learner will:

6 Be able to support the individual's well-being

## Assessment criteria

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The learner can:

- 6.1 Explain how an individual's identity and self-esteem are linked with well-being
  - 6.2 Describe attitudes and approaches that are likely to promote an individual's well-being
  - 6.3 Support an individual in a way that promotes a sense of identity and self-esteem
  - 6.4 Demonstrate ways to contribute to an environment that promotes well-being
  - 6.5 Recognise and respond to changes in physical and mental health
  - 6.6 Explain the importance of good nutrition and hydration
- 

### Range

(AC6.1) **Well-being:** Well-being may include aspects that are:

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

a member of the care team in line with local policy

## Unit 212

## Undertake personal hygiene activities with individuals

<b>UAN:</b>	J/615/7784
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Unit aim:</b>	The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears and requires knowledge of the organs' anatomy and physiology. Application of infection control is required. The ability to follow a Care Plan is central to carrying out the activities.
<b>Relationship to NOS:</b>	CHS11

---

### Learning outcome

The learner will:

- 1 Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals

### Assessment criteria

The learner can:

- 1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals
- 1.2 Explain the importance of complying with health and safety guidance
- 1.3 Explain the importance of using aseptic techniques

---

### Range

- (AC1.1) **Policies and procedures:** Policies and procedures may include other agreed ways of working as well as formal policies and procedures.
- (AC1.1) **Individuals:** 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 the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing

### Assessment criteria

The learner can:

- 2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing

---

### Learning outcome

The learner will:

- 3 Be able to prepare for undertaking personal hygiene activities with individuals

### Assessment criteria

The learner can:

- 3.1 Explain the importance of following the individual's care plan
- 3.2 Explain why resources should be prepared prior to commencing the activity
- 3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan
- 3.4 Confirm the individual's identity and gain valid consent
- 3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual

---

### Range

(AC3.4) **Valid Consent:** Valid consent must be in line with agreed UK country definition.

---

### Learning outcome

The learner will:

- 4 Be able to undertake personal hygiene activities with individuals

### Assessment criteria

The learner can:

- 4.1 Apply health and safety measures relevant to the procedure and environment
- 4.2 Apply standard precautions for infection control
- 4.3 Carry out personal hygiene activities in accordance with the individual's care plan
- 4.4 Ensure that the individual's privacy and dignity is maintained

- 4.5 Observe the individual while providing support and reassurance and address any concerns
  - 4.6 Describe action to take in response to adverse reactions
- 

### Learning outcome

The learner will:

- 5 Be able to record and report the outcome of the personal hygiene activity

### Assessment criteria

The learner can:

- 5.1 Record the outcome of the personal hygiene activity
- 5.2 Report the outcomes of the activity to a member of the care team in line with local policy

## Unit 219

## Assist the practitioner to carry out health care activities

<b>UAN:</b>	M/615/7956
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Unit aim:</b>	This unit develops the assistant's role and skills in supporting the health care practitioner and can be evidenced in a range of environments. It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner, but may not be directly involved with an individual. This unit should be applied in the context of the learner's own role and work setting.
<b>Relationship to NOS:</b>	GEN8

---

### Learning outcome

The learner will:

- 1 Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities

### Assessment criteria

The learner can:

- 1.1 Summarise own roles, responsibilities and accountability with regard to:
  - 1.1 a current legislation
  - 1.1 b national guidelines
  - 1.1 c policies, protocols and good practice guidelines

---

### Learning outcome

The learner will:

- 2 Be able to assist the practitioner in carrying out health care activities

### Assessment criteria

The learner can:

- 2.1 Identify the information needed by the practitioner:
    - 2.1 a prior to carrying out health care activities
    - 2.1 b during health care activities
  - 2.2 Confirm the identity of the individual
  - 2.3 Confirm valid consent has been obtained
  - 2.4 Carry out tasks as required by the practitioner, the care plan and own scope of practice
  - 2.5 Communicate information to other team members while maintaining confidentiality
  - 2.6 Explain how to seek guidance and refer on to the appropriate person if any adverse events occur in line with organisational requirements
  - 2.7 Collaborate during activities that require team work
  - 2.8 Record information as directed by the practitioner in line with national and local policy
- 

### Range

(AC2.1) **Health care activities:** Health care activities could include clinical or therapeutic activities  
a)

(AC2.2) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

(AC2.3) **Valid consent:** Valid consent must be in line with agreed UK country definition

## Unit 220

# Contribute to monitoring the health of individuals affected by health conditions

<b>UAN:</b>	Y/615/8146
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions.
<b>Relationship to NOS:</b>	SCDHSC0224

---

### Learning outcome

The learner will:

- 1 Understand monitoring of the health of individuals affected by health conditions

### Assessment criteria

The learner can:

- 1.1 Explain the importance of monitoring the health of individuals affected by a health condition
- 1.2 Describe ways in which the health of individuals can be monitored

---

### Range

(AC1.1) **Health:** Health may include aspects that affect:

- Physical health
- Psychological well-being

(AC1.2) **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:

- 2 Be able to carry out observations of the health of individuals affected by health conditions

## Assessment criteria

The learner can:

- 2.1 Identify what observations have been agreed to monitor the health condition of an individual
  - 2.2 Carry out required observations in ways that:
    - 2.2 a respect the individual's dignity and privacy
    - 2.2 b reassure the individual and minimise any fears or concerns
- 

## Range

(AC2.1) **Observations:** Observations may include:

- Informal observations
  - Physical measurements
  - Other agreed ways of monitoring
- 

## Learning outcome

The learner will:

- 3 Be able to record and report on observations

## Assessment criteria

The learner can:

- 3.1 Identify requirements for recording and reporting on changes in the individual's condition and well-being
  - 3.2 Record required indicators of an individual's condition
  - 3.3 Report changes in the individual's condition
  - 3.4 Explain why changes to recording and reporting requirements in relation to an individual's health condition may be required
- 

## Learning outcome

The learner will:

- 4 Be able to respond to changes in an individual's condition

## Assessment criteria

The learner can:

- 4.1 Take immediate action when changes in an individual's health cause concern
  - 4.2 Work with others to review information about changes in an individual's health
  - 4.3 Clarify own understanding about changes to requirements for monitoring
  - 4.4 Implement required changes to monitoring processes
-

---

## Range

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

- The individual
- Family members
- Line manager
- Other professionals
- Others who are important to the individual's well-being

## Unit 221

## Principles of Health Promotion

<b>UAN:</b>	R/615/8159
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Unit aim:</b>	The aim of this unit is to allow learners to be able to describe the factors that influence people's health and to state the role of effective communication in promoting a healthy living.
<b>Relationship to NOS:</b>	PHP13, 14, 15 & 16, OH2.2012, CVDED2, CVD ED3

---

### Learning outcome

The learner will:

- 1 Describe factors that influence health

### Assessment criteria

The learner can:

- 1.1 Define concepts of health and health promotion
- 1.2 Outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health
- 1.3 Explore national health policies and local initiatives

---

### Learning outcome

The learner will:

- 2 Explore behaviour change

### Assessment criteria

The learner can:

- 2.1 Outline theories of behaviour change
- 2.2 Discuss factors that influence behaviour change
- 2.3 Investigate barriers to change

---

## Learning outcome

The learner will:

- 3 State the role of effective communication in health promotion

## Assessment criteria

The learner can:

- 3.1 Identify appropriate and inappropriate methods of communication
- 3.2 Outline the range of health promotion communication methods
- 3.3 Discuss the effectiveness of health promotion materials

## Unit 223

## Provide support for mobility

<b>UAN:</b>	F/615/7928
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Unit aim:</b>	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.
<b>Relationship to NOS:</b>	SCDHSC0215

---

### 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

(AC1.3) **Well-being:** Wellbeing 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:** Mobility activities may include:

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

(AC2.1) **Others:** 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:** 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:** 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:
  - 4.2 a choice of activities
  - 4.2 b equipment
  - 4.2 c appliances
  - 4.2 d the support provided

## Unit 224

## Support individuals undergoing healthcare activities

<b>UAN:</b>	H/615/8005
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.
<b>Relationship to NOS:</b>	GEN4, GEN5

---

### Learning outcome

The learner will:

- 1 Understand healthcare activities in order to support individuals

### Assessment criteria

The learner can:

- 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to supporting individuals undergoing healthcare activities
- 1.2 Describe anatomy and physiology in relation to the healthcare activity
- 1.3 Explain the purposes and use of medical equipment and devices required for the procedure
- 1.4 Explain the roles and responsibilities of team members
- 1.5 State protection/precautionary measures:
  - 1.5 a for the procedure being carried out
  - 1.5 b how they should be applied
  - 1.5 c the implications and consequences of not applying these measures
- 1.6 Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states
- 1.7 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity

---

## Range

(AC1.6) **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 Be able to prepare individuals to undergo healthcare activities

## Assessment criteria

The learner can:

- 2.1 Introduce self and confirm the individual's identity
  - 2.2 Explain the procedure to the individual and relevant others
  - 2.3 Confirm that valid consent has been obtained
  - 2.4 Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities
  - 2.5 Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities
  - 2.6 Agree the support needed with the individual and relevant others in a way that is sensitive to their personal beliefs and preferences
  - 2.7 Refer any concerns or questions to others if unable to answer
  - 2.8 Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times
- 

## Range

(AC2.2) **Relevant others:** Relevant others may include:

- Parent/s
- Carer
- Those with parental responsibility

(AC2.3) **Valid consent:** Valid consent must be in line with agreed UK country definition

(AC2.6) **Preferences:** Preferences may be based on:

- beliefs
  - values
  - culture
- 

## Learning outcome

The learner will:

3 Be able to support individuals undergoing healthcare activities

## Assessment criteria

---

The learner can:

- 3.1 Inform and reassure individuals
  - 3.2 Apply standard precautions for infection prevention and control
  - 3.3 Apply health and safety measures relevant to the healthcare activity and environment
  - 3.4 Recognise any ill effects or adverse reactions
  - 3.5 Take actions in response to any ill effects or adverse reactions
  - 3.6 Ensure that an individual's privacy and dignity are maintained at all times
- 

### Learning outcome

The learner will:

- 4 Be able to support individuals following the healthcare activities

### Assessment criteria

The learner can:

- 4.1 Provide the individual with the facilities and support for the period of recovery
- 4.2 Monitor an individual and recognise signs of ill effects or adverse reactions
- 4.3 Take action in response to any ill effects or adverse reactions
- 4.4 Give individuals and relevant others instructions and advice, within scope of own role
- 4.5 Explain how to confirm any requirements for transport and escorts and make the necessary arrangements
- 4.6 Make records appropriate to the role
- 4.7 Maintain confidentiality of information in accordance with guidelines and procedures

## Unit 228

## Support individuals to eat and drink

<b>UAN:</b>	L/615/8144
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.
<b>Relationship to NOS:</b>	SCDHSC0213, SCDHSC0214

---

### 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

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### Range

(AC1.2) **Key people:** Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

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### 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:** Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as

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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:
  - 5.2 a the food and drink the individual consumes
  - 5.2 b any issues or concerns in relation to the individual and their eating and drinking
- 5.3 Report support provided for eating and drinking

## Unit 230

## Promotion of General Health and Well-being

<b>UAN:</b>	J/615/8160
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	12
<b>Unit aim:</b>	This unit is concerned with health promotion related to general health and wellbeing. It covers the scientific basis of health promotion, the practical application of health promotion and methods of health promotion planning.
<b>Relationship to NOS:</b>	PHP13, 14, 15 & 16 CVD ED2 & 3, CHD EB2

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### Learning outcome

The learner will:

- 1 Describe methods of health promotion planning

### Assessment criteria

The learner can:

- 1.1 Outline the stages of a health promotion project
- 1.2 Distinguish between aims and objectives
- 1.3 Explain the importance of needs assessments

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### Learning outcome

The learner will:

- 2 Identify opportunities for the practical application of health promotion

### Assessment criteria

The learner can:

- 2.1 Recognise appropriate applications of own health promotion knowledge
- 2.2 Identify opportunities for health promotion within own workplace
- 2.3 Outline strategies for health promotion opportunities

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## Learning outcome

The learner will:

- 3 Outline the scientific basis of health promotion

## Assessment criteria

The learner can:

- 3.1 Describe the evidence available for the cause(s) of one body system-related disease
- 3.2 Identify the effect of this disease on general health and well-being
- 3.3 Review current methods of disease prevention
- 3.4 State appropriate health promotion messages

## Unit 231

## Contribute to the care of a deceased person

<b>UAN:</b>	M/615/8170
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.
<b>Relationship to NOS:</b>	SCDHSC0239

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### Learning outcome

The learner will:

- 1 Know the factors that affect how individuals are cared for after death

### Assessment criteria

The learner can:

- 1.1 Outline legal requirements and agreed ways of working that underpin the care of deceased individuals
- 1.2 Describe how beliefs, religious and cultural factors affect how deceased individuals are cared for
- 1.3 Identify the physical changes that take place after death and how this may affect laying out and moving individuals
- 1.4 Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals
- 1.5 Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions

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### Range

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

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## Learning outcome

The learner will:

- 2 Be able to contribute to supporting those who are close to deceased individuals

## Assessment criteria

The learner can:

- 2.1 Describe the likely immediate impact of an individual's death on others who are close to the deceased individual
- 2.2 Support others immediately following the death of the individual in ways that:
  - 2.2 a reduce their distress
  - 2.2 b respect the deceased individual

---

## Learning outcome

The learner will:

- 3 Be able to contribute to preparing deceased individuals prior to transfer

## Assessment criteria

The learner can:

- 3.1 Contact key people according to the deceased individual's personal beliefs, expressed wishes and preferences
- 3.2 Confirm with key people the expressed wishes and preferences of the deceased individual about how they will be viewed and moved after death
- 3.3 Follow agreed ways of working to ensure that the deceased person is correctly identified
- 3.4 Prepare the deceased individual in a manner that respects their dignity, beliefs and culture
- 3.5 Apply standard precautions for infection control during preparation of the deceased individual
- 3.6 Contribute to recording any property and valuables that are to remain with the deceased individual in ways that are consistent with legal and work setting requirements

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## Range

(AC3.1) **Key people:** Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

(AC3.1) **Preferences:** Preferences may be based on:

- beliefs
- values
- culture

---

### Learning outcome

The learner will:

- 4 Be able to contribute to transferring deceased individuals

### Assessment criteria

The learner can:

- 4.1 Contact appropriate organisations
  - 4.2 Carry out agreed role in transferring the deceased individual
  - 4.3 Record details of the care and transfer of the deceased individual
- 

### Learning outcome

The learner will:

- 5 Be able to manage own feelings in relation to the death of individuals

### Assessment criteria

The learner can:

- 5.1 Identify ways to manage own feelings in relation to an individual's death
- 5.2 Access support systems to deal with own feelings in relation to an individual's death

## Unit 232

## Undertake agreed pressure area care

<b>UAN:</b>	L/615/8189
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Unit aim:</b>	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.
<b>Relationship to NOS:</b>	CHS5

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

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### 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:
    - 4.3 a materials
    - 4.3 b equipment
    - 4.3 c resources
-

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### 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

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### Range

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

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### 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:
  - 6.1 a respects the individual's dignity and privacy
  - 6.1 b maintains safety
  - 6.1 c ensures the individual's comfort
  - 6.1 d promotes active participation
  - 6.1 e 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

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### Range

(AC6.1) **Active participation:** 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.

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## Unit 234

## Provide support for sleep

<b>UAN:</b>	D/615/8214
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep.
<b>Relationship to NOS:</b>	SCDHSC0216

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### Learning outcome

The learner will:

- 1 Understand the importance of sleep

### Assessment criteria

The learner can:

- 1.1 Explain how sleep contributes to an individual's well-being
- 1.2 Identify reasons why an individual may find it hard to sleep
- 1.3 Describe the possible short-term and long-term effects on an individual who is unable to sleep well

---

### Range

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

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### Learning outcome

The learner will:

- 2 Be able to establish conditions suitable for sleep

### Assessment criteria

The learner can:

- 2.1 Describe conditions likely to be suitable for sleep
  - 2.2 Minimise aspects of the environment likely to make sleep difficult for an individual
  - 2.3 Adjust own behaviour to contribute to a restful environment
  - 2.4 Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep
- 

### Learning outcome

The learner will:

- 3 Be able to assist an individual to sleep

### Assessment criteria

The learner can:

- 3.1 Explain the importance of a holistic approach to assisting sleep
  - 3.2 Encourage the individual to communicate the support they need to sleep
  - 3.3 Assist the individual to find a position for sleep consistent with their plan of care
  - 3.4 Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working
- 

### Range

(AC3.4) **Agreed ways of working:** Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.

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### Learning outcome

The learner will:

- 4 Be able to monitor sleep

### Assessment criteria

The learner can:

- 4.1 Establish with the individual and others how sleep will be monitored
  - 4.2 Record agreed observations relating to the individual's sleep and the assistance given
- 

### Learning outcome

The learner will:

- 5 Know how to access information and advice about difficulties with sleep

### Assessment criteria

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The learner can:

- 5.1 Describe situations in which additional information or assistance about sleep would be needed
- 5.2 Explain how to access additional information and assistance

## Unit 235

## Support individuals to access and use information about services and facilities

<b>UAN:</b>	Y/615/7627
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and evaluate services and facilities.
<b>Relationship to NOS:</b>	SCDHSC0234

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### 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

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### Range

(AC1.1) **Services and facilities:** Services and facilities may include:

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

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### 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

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### 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

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### 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 236

## Assist in the administration of medication

<b>UAN:</b>	T/615/7778
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	25
<b>Unit aim:</b>	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.
<b>Relationship to NOS:</b>	CHS2

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### 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

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### 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.

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### 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.

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### 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
-

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## 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 237

# Support individuals to carry out their own health care procedures

<b>UAN:</b>	M/615/7794
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Unit aim:</b>	This unit covers the knowledge and skills required to support individuals to carry out their own health care procedures.
<b>Relationship to NOS:</b>	SCDHSC0225

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### Learning outcome

The learner will:

- 1 Understand health care procedures likely to be undertaken by individuals

### Assessment criteria

The learner can:

- 1.1 Identify treatments and physical measurements likely to be undertaken by individuals
- 1.2 Explain reasons why physical measurements and specimens might need to be taken
- 1.3 Describe possible adverse reactions individuals may experience when undertaking their own health care procedures

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### Range

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

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### Learning outcome

The learner will:

- 2 Be able to support individuals to prepare to carry out their own health care procedures

### Assessment criteria

The learner can:

- 2.1 Establish with others own role in supporting individuals to carry out their own health care procedures
  - 2.2 Promote safe storage of supplies
  - 2.3 Support the individual to prepare equipment and the environment to carry out procedures
  - 2.4 Provide the individual and key people with accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of
  - 2.5 Support the individual's understanding of techniques for procedures
  - 2.6 Check the individual's understanding of when to seek advice or take immediate action when carrying out health care procedures
- 

### Range

(AC2.1) **Others:** Others may include:

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

### Learning outcome

The learner will:

- 3 Be able to support individuals to carry out health care procedures

### Assessment criteria

The learner can:

- 3.1 Assist the individual's understanding of when to seek advice or take immediate action when carrying out health care procedures
  - 3.2 Promote safe disposal of supplies used for procedures
  - 3.3 Support the individual to record measurements and store records safely
- 

### Range

(AC3.1) **Active participation:** 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

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### Learning outcome

The learner will:

- 4 Be able to monitor health care procedures undertaken by individuals
-

## Assessment criteria

The learner can:

- 4.1 Monitor the accuracy, timing and outcomes of health care procedures carried out by the individual
- 4.2 Record and report any adverse reactions or other concerns, in line with agreed ways of working
- 4.3 Describe action to take if monitoring suggest that the procedure needs to be changed or is no longer needed

## Unit 240

## Provide support for leisure activities

<b>UAN:</b>	A/615/7877
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Unit aim:</b>	The purpose of this unit is to provide the learner with the knowledge, skills and understanding to provide support to individuals for contribution to planned leisure activities
<b>Relationship to NOS:</b>	SCDHSC0420, GEN46

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### Learning outcome

The learner will:

- 1 Understand the role that leisure activities play in well-being

### Assessment criteria

The learner can:

- 1.1 Identify different activities that may be regarded as leisure activities
- 1.2 Explain how participation in leisure activities aids the well-being of individuals
- 1.3 Describe the potential benefits of trying out new leisure activities from time to time

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### Range

- (AC1.1) **Different activities:** Different activities need to be covered and learners must provide at least two examples
- (AC1.2) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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### Learning outcome

The learner will:

- 2 Be able to support individuals in planning for leisure activities

### Assessment criteria

The learner can:

- 2.1 Identify with the individual his/her recreational needs, preferences and interests
  - 2.2 Agree which new or existing leisure activities are likely to suit the individual's needs, preferences and interests
  - 2.3 Agree with the individual the level and type of support needed for participation in a leisure activity
  - 2.4 Work with the individual and others to develop a plan to support participation in a leisure activity
- 

### Range

(AC2.4) **Others:** Others may include:

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

### Learning outcome

The learner will:

- 3 Be able to encourage and support individuals to participate in leisure activities

### Assessment criteria

The learner can:

- 3.1 Support the individual in a way that promotes active participation identified in the planned activities
  - 3.2 Provide encouragement and positive reinforcement for the activities
  - 3.3 Describe how to support a person if any changes or difficulties are encountered
  - 3.4 Explain ways to access additional information or support about participation in a leisure activity
- 

### Range

(AC3.1) **Active participation:** 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

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### Learning outcome

The learner will:

- 4 Be able to contribute to the review and revision of support for leisure activities

### Assessment criteria

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The learner can:

- 4.1 Identify with the individual the process for reviewing their leisure activities
- 4.2 Gather feedback from the individual on the leisure activity including the support provided
- 4.3 Carry out agreed role in contributing to the review
- 4.4 Implement agreed changes to the plan

## Unit 241

## Support individuals to meet personal care needs

<b>UAN:</b>	F/615/7878
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Unit aim:</b>	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
<b>Relationship to NOS:</b>	SCDHSC0218

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### 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

(AC1.1) **Preferences:** 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

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### Range

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

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### 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 hand 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:** Others may include:

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

## Unit 243

## Dementia Awareness

<b>UAN:</b>	H/615/7940
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	7
<b>Unit aim:</b>	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 mistake 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
- (AC4.1) **Experience living with dementia:** Experience living with dementia; depending on age, type of dementia and level of ability and disability
- (AC4.2) **Others:** Others may include:
- team members
  - other colleagues
  - those who use or commission their own health or social care services
  - families, carers and advocates
-

## Unit 244

## Move and position individuals in accordance with their care plan

<b>UAN:</b>	M/615/7942
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs
<b>Relationship to NOS:</b>	CHS6.2012

---

### 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:
    - 3.1 a the individual's care plan
    - 3.1 b 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:
    - 3.5 a adequate space for the move
    - 3.5 b 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:
    - 4.2 a provides relevant information
    - 4.2 b addresses needs and concerns
    - 4.2 c provides support and reassurance
    - 4.2 d 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 maneuver
-

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

### Range

- (AC4.1) **Valid consent:** Valid consent must be in line with agreed UK country definition
- (AC4.4) **Others:** 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:** 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 245

## Support individuals to manage continence

<b>UAN:</b>	T/615/7943
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Unit aim:</b>	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 individuals to manage continence. It covers the factors affecting continence, the management of continence and use of continence equipment. In the case of children and young people, the learner will be working with parent and/or carers of the child or young person
<b>Relationship to NOS:</b>	SCDHSC0219

---

### Learning outcome

The learner will:

- 1 Understand factors that affect the management of continence

### Assessment criteria

The learner can:

- 1.1 Explain how continence can affect an individual's self-esteem, health and day to day activities
- 1.2 List conditions that can affect continence
- 1.3 Explain how continence issues can be transient in individuals
- 1.4 Explain how the personal beliefs and values of an individual or their carers may affect the management of continence
- 1.5 Describe ways to respect an individual's privacy whilst managing continence

---

### Range

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

(AC1.2) **Conditions:** Conditions may include:

- congenital structural problems

- disorders which affect nerve function of the bladder
  - overactive bladder disorder
  - enuresis/soiling
  - caffeine/fizzy drinks
  - polyuria
- 

### Learning outcome

The learner will:

- 2 Be able to support individuals and their carers to manage continence issues

### Assessment criteria

The learner can:

- 2.1 Encourage an individual and their carers to express preferences and concerns about continence needs
  - 2.2 Support the individual and their carers to understand the effects of lifestyle on continence
  - 2.3 Explain how and when to access additional support in relation to the management of continence
- 

### Range

(AC2.1) **Preferences:** Preferences may be based on:

- beliefs
  - values
  - culture
- 

### Learning outcome

The learner will:

- 3 Be able to support the use of equipment to manage continence

### Assessment criteria

The learner can:

- 3.1 Access information about continence equipment recommended for the individual
  - 3.2 Agree with the individual and their carers' preferred times and places for using continence equipment
  - 3.3 Agree the level and type of support required for use of continence equipment
  - 3.4 Support the individual and their carers to use continence equipment in ways that respect dignity and privacy and promote active participation
-

---

## Range

(AC3.4) **Active participation:** 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 maintain infection control when supporting individuals to manage continence

## Assessment criteria

The learner can:

- 4.1 Identify risks that may arise while supporting individuals and their carers to manage continence
  - 4.2 Encourage the individual and their carers to maintain personal hygiene whilst managing continence
  - 4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks
  - 4.4 Dispose of used equipment and soiled materials
  - 4.5 Ensure the environment is clean, tidy and accessible before and after use
- 

## Learning outcome

The learner will:

- 5 Be able to monitor, record and report on support for managing continence

## Assessment criteria

The learner can:

- 5.1 Monitor, record and report on support for managing continence

## Unit 246

## Obtain and test specimens from individuals

<b>UAN:</b>	L/615/7947
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Unit aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills required to obtain and test specimens from individuals in a health care setting
<b>Relationship to NOS:</b>	CHS7

---

### Learning outcome

The learner will:

- 1 Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens

### Assessment criteria

The learner can:

- 1.1 Outline current legislation, national guidelines, organisational policies and protocols which affect working practice
- 1.2 Identify the hazards and other consequences related to incorrect labelling of specimens

---

### Learning outcome

The learner will:

- 2 Understand the processes involved in obtaining and testing specimens from individuals

### Assessment criteria

The learner can:

- 2.1 Identify the different types of specimens that may be obtained
- 2.2 Describe the tests and investigations that may be carried out upon the specimens

- 2.3 Identify the correct equipment and materials used in the collection and transport of specimens
- 

### Learning outcome

The learner will:

- 3 Be able to prepare to obtain specimens from individuals

### Assessment criteria

The learner can:

- 3.1 Introduce yourself to the individual, and confirm the individual's identity
  - 3.2 Explain the procedure and obtain valid consent
  - 3.3 Ensure the individual's privacy and dignity is maintained at all times
  - 3.4 Identify any aspects of the individual's ethnic and religious background which might affect the procedure
  - 3.5 Communicate with the individual in a medium appropriate to their needs and preferences
  - 3.6 Demonstrate that the required preparations have been completed, including materials and equipment
- 

### Range

- (AC3.1) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner
- (AC3.2) **Valid consent:** Valid consent must be in line with agreed UK country definition
- 

### Learning outcome

The learner will:

- 4 Be able to obtain specimens from individuals

### Assessment criteria

The learner can:

- 4.1 Provide the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves
  - 4.2 Describe possible problems in collecting specimens and how and when these should be reported
  - 4.3 Demonstrate the correct collection, labelling and storage of specimens
  - 4.4 Complete and attach relevant documentation
-

---

### Learning outcome

The learner will:

- 5 Be able to test specimens

### Assessment criteria

The learner can:

- 5.1 Explain tests for a range of specimens obtained
- 5.2 Demonstrate appropriate health and safety measures relevant to the procedure and environment

---

### Range

(AC5.2) **Environment:** Environment to include:

- standard precautions for infection prevention and control
- use of PPE

---

### Learning outcome

The learner will:

- 6 Be able to report on the outcomes on the test of specimens

### Assessment criteria

The learner can:

- 6.1 Demonstrate the correct process for reporting and recording test results
- 6.2 Describe the actions to be taken when the results are outside the normal range
- 6.3 Communicate test results in accordance with agreed ways of working
- 6.4 Describe why it is important to understand the implications the test results may have on the individual

## Unit 247

## Prepare individuals for healthcare activities

<b>UAN:</b>	Y/615/7952
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	9
<b>Unit aim:</b>	The aim of this unit is for the learner to be able to prepare individuals for healthcare activities in a safe and professional manner
<b>Relationship to NOS:</b>	GEN4

---

### Learning outcome

The learner will:

- 1 Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities

### Assessment criteria

The learner can:

- 1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an individual for healthcare activities
- 1.2 Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities

---

### Range

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

---

### Learning outcome

The learner will:

- 2 Be able to prepare individuals for healthcare activities

### Assessment criteria

The learner can:

- 2.1 Greet the individual, introduce yourself and own role
  - 2.2 Confirm the individual's identity, explain the activity to be undertaken and obtain valid consent
  - 2.3 Maintain the individual's privacy and dignity at all times
  - 2.4 Apply standard precautions for infection prevention and control
  - 2.5 Confirm that the individual has complied with any pre-procedural instruction
  - 2.6 Provide support and reassurance to the individual being sensitive to their personal beliefs and preferences
  - 2.7 Respond to any questions the individual may have, referring to others when required
  - 2.8 Prepare the individual for the healthcare activity in accordance to the requirements of the activity
  - 2.9 Explain how to respond to any issue or emergency situation that arises
- 

### Range

(AC2.2) **Valid consent:** Valid consent must be in line with agreed UK country definition

(AC2.6) **Preferences:** Preferences may be based on:

- beliefs
- values
- culture

(AC2.7) **Others:** Others may include:

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

(AC2.8) **Requirements of the activity:** Requirements of the activity ensuring:

- optimal position of the individual
  - optimal position of medical equipment
  - secure storage of personal articles
- 

### Learning outcome

The learner will:

- 3 Be able to record and report healthcare activities

### Assessment criteria

The learner can:

- 3.1 Record information in line with national and local policy and protocol
  - 3.2 Describe how to report any issues that arise to the relevant person
-

## Unit 249

## Provide support to manage pain and discomfort

<b>UAN:</b>	H/615/7968
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.
<b>Relationship to NOS:</b>	SCDHSC0216, SFHCHS164

---

### 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:** 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:** 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 250

## Select and wear appropriate personal protective equipment for work in healthcare settings

<b>UAN:</b>	K/615/7969
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Unit aim:</b>	This unit aims to develop the learner in achieving a professional standard when dressing for work. Aspects of the control of cross-infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment and hand cleansing
<b>Relationship to NOS:</b>	GEN2

---

### Learning outcome

The learner will:

- 1 Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting

### Assessment criteria

The learner can:

- 1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings
- 1.2 Explain standard precautions for infection prevention and control which affect own practice in
  - 1.2 a preparing for work
  - 1.2 b dressing for work
- 1.3 Explain how and when to cleanse own hands in line with local policy and protocol
- 1.4 Explain the importance of maintaining a professional appearance and presentation
- 1.5 Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting

---

## Learning outcome

The learner will:

- 2 Be able to select and use personal protective equipment (PPE) in a healthcare setting

## Assessment criteria

The learner can:

- 2.1 Check for the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken
- 2.2 Wear PPE in the designated work area only according to own role and procedures to be undertaken
- 2.3 Describe how PPE may become unsuitable for use including the actions to take if this happens
- 2.4 Remove and dispose of PPE in line with local policy and protocol
- 2.5 Describe what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation
- 2.6 Describe the importance of promptly reporting reduction in stocks of PPE
- 2.7 Explain when synthetic non-powdered un-sterile gloves and apron should be used

## Unit 251

## Monitor and maintain the environment and resources during and after health care activities

<b>UAN:</b>	K/615/7972
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit develops the learner's ability to maintain and monitor the environment and resources while under supervision during health care activities. Knowledge of monitoring and maintenance parameters informs practice.
<b>Relationship to NOS:</b>	GEN7

---

### Learning outcome

The learner will:

- 1 Know the procedures for monitoring and maintaining the environment and resources

### Assessment criteria

The learner can:

- 1.1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability
- 1.2 Identify the procedures relating to monitoring the environment during specific health care activities in own work practice
- 1.3 Identify the resources needed during specific health care activities in own work practice
- 1.4 Explain the procedures for reporting problems with the environment and resources, beyond own scope of practice
- 1.5 Outline the hazards and risks associated with procedures carried out in own work practice including how these are controlled

---

### Range

(AC1.2) **Health care activities:** Health care activities could include clinical or therapeutic activities

(AC1.3) **Resources:** Resources are all equipment, items or materials used to undertake activities

---

### Learning outcome

The learner will:

- 2 Be able to operate equipment

### Assessment criteria

The learner can:

- 2.1 Explain the importance of ensuring equipment is safe to use
  - 2.2 Apply standard precautions for infection control when handling equipment
  - 2.3 Implement health and safety measures when handling equipment
  - 2.4 Operate equipment in line with manufacturer's instructions, national and local policies and procedures and own scope of practice
- 

### Learning outcome

The learner will:

- 3 Be able to monitor and maintain the environment and resources

### Assessment criteria

The learner can:

- 3.1 Maintain environmental conditions at the levels required by the activity
  - 3.2 Replenish and replace resources as required for the activity
  - 3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity
  - 3.4 Return unused and/or surplus resources to the correct storage location
  - 3.5 Store resources in line with local policy or protocol at the end of the activity
  - 3.6 Maintain monitoring records in line with national and local policies and protocols
- 

### Learning outcome

The learner will:

- 4 Be able to clean resources in own work area

### Assessment criteria

The learner can:

- 4.1 Maintain the levels of cleanliness required in own work area
  - 4.2 Clean fixed resources after use in line with national and local policies and protocols
  - 4.3 Clean reusable resources and make safe prior to storage
-

#### 4.4 Dispose of waste in line with national and local policy

## Unit 253

## Contribute to the effectiveness of teams

<b>UAN:</b>	L/615/7978
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	5
<b>Unit aim:</b>	The aim of this unit is to introduce candidates to the skills and knowledge that will ensure that they contribute to the effectiveness of teams. The unit also addresses time management.
<b>Relationship to NOS:</b>	SCDHSC0241

---

### Learning outcome

The learner will:

- 1 Understand the importance of own role and how it contributes to the team performance

### Assessment criteria

The learner can:

- 1.1 Describe the team's overall objectives and purpose
- 1.2 Explain how own role and responsibilities contribute to team activities, objectives and purposes
- 1.3 Identify other team members, their roles and responsibilities within the team
- 1.4 Explain their activities and ideas to other members in the team

---

### Learning outcome

The learner will:

- 2 Be able to reflect on own performance

### Assessment criteria

The learner can:

- 2.1 Use feedback or suggestions from others to enable them to improve own practice within the team
- 2.2 Propose suggestions or ideas to benefit team members and improve team working

## 2.3 Undertake development and learning to interact with the team more effectively

---

### Learning outcome

The learner will:

- 3 Be able to manage time and commitments effectively

### Assessment criteria

The learner can:

- 3.1 Fulfil own commitments to other team members within agreed timescales and according to overall work priorities
  - 3.2 Inform appropriate team members when commitments cannot be fulfilled within specified timescales
- 

### Learning outcome

The learner will:

- 4 Be able to establish effective working relationships with all members of the team

### Assessment criteria

The learner can:

- 4.1 Behave towards other team members in a way that supports the effective functioning of the team
- 4.2 Resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view

## Unit 254

## Support individuals who are distressed

<b>UAN:</b>	K/615/7986
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress
<b>Relationship to NOS:</b>	SCDHSC0226

---

### Learning outcome

The learner will:

- 1 Understand causes and effects of distress on individuals

### Assessment criteria

The learner can:

- 1.1 Identify causes of distress
- 1.2 Describe signs that may indicate an individual is distressed
- 1.3 Explain how distress may affect the way an individual communicates

---

### Range

(AC1.2) **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:

- 2 Understand potential impacts on own well-being when supporting an individual who is distressed

### Assessment criteria

The learner can:

- 2.1 Explain how supporting an individual who is distressed may impact on own well being
  - 2.2 Identify sources of support to manage own feelings when supporting an individual who is distressed
- 

### Range

(AC2.2) **Sources of support:** Sources of support may include:

- formal support
  - informal support
  - supervision
  - appraisal
  - within the organisation
  - beyond the organisation
- 

### Learning outcome

The learner will:

- 3 Be able to prepare to support individuals who are experiencing distress

### Assessment criteria

The learner can:

- 3.1 Access information and advice in relation to supporting an individual who is distressed
  - 3.2 Recognise signs of distress that indicate the need for specialist intervention
  - 3.3 Describe how to access specialist intervention
- 

### Learning outcome

The learner will:

- 4 Be able to support individuals who are experiencing distress

### Assessment criteria

The learner can:

- 4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and preferences of the individual
  - 4.2 Work in ways to alleviate immediate distress
  - 4.3 Respond to the individual's reactions
  - 4.4 Involve others when supporting an individual who is distressed
- 

### Range

(AC4.1) **Preferences:** Preferences may be based on:

- beliefs
-

- values
- culture

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

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

### Learning outcome

The learner will:

5 Be able to support individuals to manage distress

### Assessment criteria

The learner can:

- 5.1 Encourage the individual to express thoughts and feelings
  - 5.2 Work with the individual and others to identify triggers for distress
  - 5.3 Work with an individual and others to manage triggers or alleviate causes of distress
  - 5.4 Encourage the individual to review ways of coping with distress
- 

### Learning outcome

The learner will:

6 Be able to record and report on an individual's distress

### Assessment criteria

The learner can:

- 6.1 Maintain records relating to the individual's distress and the support provided
- 6.2 Report on periods of distress in line with agreed ways of working

## Unit 260

# Support individuals to manage continence and care for indwelling catheters

<b>UAN:</b>	D/615/9413
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	24
<b>Unit aim:</b>	The aim of this unit is provide the learners with the knowledge, understanding and skills to support individuals to manage continence and care for indwelling catheters.

---

### Learning outcome

The learner will:

- 1 Know own responsibilities relating to support for individuals to manage continence and care for indwelling catheters

### Assessment criteria

The learner can:

- 1.1 Identify legislation and agreed ways of working affecting the support for individuals to manage continence and care for indwelling catheters
- 1.2 Describe own role and responsibilities when supporting individuals to manage continence and care for indwelling catheters
- 1.3 Explain the importance of applying health and safety measures when supporting individuals to manage continence and care for indwelling catheters
- 1.4 Explain the importance of using catheter care equipment in accordance with agreed ways of working
- 1.5 Describe how to report failure or malfunction of catheter care equipment

---

### Learning outcome

The learner will:

- 2 Understand the lower urinary system

### Assessment criteria

The learner can:

- 2.1 Explain the structure and function of the male urinary system
  - 2.2 Explain the structure and function of the female urinary system
  - 2.3 Identify factors that indicate the need for indwelling catheters
  - 2.4 Describe normal urinary output
  - 2.5 Describe the normal appearance and smell of urine
- 

### Learning outcome

The learner will:

- 3 Know factors that affect the management of urinary continence

### Assessment criteria

The learner can:

- 3.1 List common causes of difficulties with continence
  - 3.2 State how difficulties with continence can affect an individual's self-esteem, health and their day to day activities
  - 3.3 State how an individual's personal beliefs and values may affect the management of continence
  - 3.4 Describe ways to protect an individual's privacy whilst managing continence
- 

### Learning outcome

The learner will:

- 4 Be able to support individuals to manage their own continence

### Assessment criteria

The learner can:

- 4.1 Support the individual to express preferences and concerns about continence needs
  - 4.2 Agree the level of support required by the individual for managing continence
  - 4.3 Apply standard precautions and health and safety measures for supporting the individual to manage continence
  - 4.4 Support the individual to use continence equipment in ways that respect dignity and privacy and promote active participation
  - 4.5 Support the individual to maintain personal hygiene whilst managing continence
  - 4.6 Support the individual to dispose of used equipment and soiled materials safely and in accordance with agreed ways of working
- 

### Learning outcome

The learner will:

- 5 Be able to prepare and support individuals to care for indwelling catheters
-

## Assessment criteria

The learner can:

- 5.1 Confirm the care required as indicated in the individual's plan of care
- 5.2 Agree the level of support required with the individual to carry out catheter care
- 5.3 Apply standard health and safety measures
- 5.4 Support the individual to carry out catheter care in accordance with agreed ways of working
- 5.5 Show the individual how to check and maintain cleanliness of meatus
- 5.6 Use catheter care equipment in line with manufacturers guidance
- 5.7 Support the individual to use and store equipment and materials in accordance with agreed ways of working
- 5.8 Support individuals to dispose of catheter related equipment in accordance with agreed ways of working
- 5.9 Measure and record urinary output in accordance with agreed ways of working
- 5.10 Record information in the ongoing catheter care records in accordance with agreed ways of working

## Unit 261

## Provide support for therapy sessions

<b>UAN:</b>	H/615/9414
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.
<b>Relationship to NOS:</b>	This unit is linked to SCDHSC0212

---

### Learning outcome

The learner will:

- 1 Understand the benefits of therapy sessions

### Assessment criteria

The learner can:

- 1.1 Explain different types of therapy sessions in which an individual may participate
- 1.2 Describe how therapy sessions can benefit an individual
- 1.3 Describe ways to overcome fears or concerns an individual may have about a therapy session

---

### Range

(AC1.1) **Therapy sessions:** Therapy sessions may include:

- Occupational therapy
- Physiotherapy
- Hydrotherapy
- Aromatherapy

---

### Learning outcome

The learner will:

- 2 Be able to prepare for therapy sessions

### Assessment criteria

The learner can:

- 2.1 Establish own responsibilities in preparing for a therapy session
  - 2.2 Communicate with the individual to establish their needs and preferences for the therapy session
  - 2.3 Prepare the environment, materials, equipment and self for the session following agreed ways of working
  - 2.4 Assist the individual to prepare for the therapy session
- 

### Learning outcome

The learner will:

- 3 Be able to provide support in therapy sessions

### Assessment criteria

The learner can:

- 3.1 Provide support during a therapy session that takes account of:
    - 3.1 a The therapist's directions
    - 3.1 b The individual's needs and preferences and promote the active participation of the individual during the session
- 

### Learning outcome

The learner will:

- 4 Be able to observe and record therapy sessions

### Assessment criteria

The learner can:

- 4.1 Agree what observations need to be carried out during therapy sessions
  - 4.2 Carry out observations as required
  - 4.3 Record required observations following agreed ways of working
- 

### Learning outcome

The learner will:

- 5 Be able to contribute to the review of therapy sessions

### Assessment criteria

The learner can:

- 5.1 Contribute to a review of therapy sessions to identify issues and progress
  - 5.2 Contribute to agreeing changes to therapy sessions with the individual and others
- 

### Range

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

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

## Unit 262

# Understand the impact of Acquired Brain Injury on individuals

<b>UAN:</b>	K/615/9415
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Unit aim:</b>	The aim of the unit is to gain knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.
<b>Relationship to NOS:</b>	This unit is endorsed by Skills for Care and Development.

---

### 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:** 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:
    - 2.2 a Physical
    - 2.2 b Functional
    - 2.2 c Cognitive
    - 2.2 d 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:** Functional - relates to the individuals 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 dysarthria
  - 3.4 Identify skills required to support an individual with specialist communication needs
- 

### Range

- (AC3.3) **Communication challenges:** 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:** Personality changes may include:

- AC4.2,
  - Irritability
- AC4.3)
  - Disinhibited behaviour
  - Frustration
  - Loss of social skills
  - Lack of self-awareness
  - Lack of insight

(AC4.1, **Those providing support:** Those providing support may include:

- AC4.2,
  - Family
- AC4.3)
  - Friends
  - Care workers
  - Practitioners
  - Other professionals

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

---

### 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:** Challenging behaviour:

- Physical violence
  - Threatening language
  - Sexual inhibitions
  - Non compliance
-

## Unit 263

## Stroke awareness

<b>UAN:</b>	J/615/9504
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Unit aim:</b>	The aim of this unit is to provide an understanding of the different types of stroke, signs and symptoms and effects on individuals. It will also help learners to gain knowledge of the response needed in the event of an emergency stroke incident, managing stroke and the support available following stroke.

---

### Learning outcome

The learner will:

- 1 Know what a stroke is

### Assessment criteria

The learner can:

- 1.1 Identify the changes in the brain associated with stroke
- 1.2 Outline other conditions that may be mistaken for stroke
- 1.3 Define the differences between stroke and Transient Ischaemic Attack (TIA).

---

### Learning outcome

The learner will:

- 2 Know how to recognise stroke

### Assessment criteria

The learner can:

- 2.1 List the signs and symptoms of stroke
- 2.2 Identify the key stages of stroke
- 2.3 Identify the assessment tests that are available to enable listing of the signs and symptoms
- 2.4 Describe the potential changes that an individual may experience as a result of stroke

---

## Range

(AC2.3) **Assessment tests:** Assessment tests refers to FAST – Face, Arms, Speech and Time.

---

## Learning outcome

The learner will:

3 Understand the management of risk factors for stroke

## Assessment criteria

The learner can:

- 3.1 State the prevalence of stroke in the UK
  - 3.2 Identify the common risk factors for stroke
  - 3.3 Describe how risk factors may vary in different settings
  - 3.4 Define the steps that can be taken to reduce the risk of stroke and subsequent stroke
- 

## Range

(AC3.2) **Common risk factors:** Common risk factors include:

- Genetic
- Lifestyle
- Ethnicity
- Age
- Certain medical conditions (including high blood pressure)

(AC3.3) **Settings:** Settings may vary according to the health and social care setting of the individual e.g. residential or domiciliary environment.

---

## Learning outcome

The learner will:

4 Understand the importance of emergency response and treatment for stroke

## Assessment criteria

The learner can:

- 4.1 Describe why stroke is a medical emergency
  - 4.2 Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working
  - 4.3 Identify the impact on the individual of the key stages of stroke
  - 4.4 Identify the correct early positioning for airway management
  - 4.5 Identify the information that needs to be included in reporting relevant and accurate history of the incident
-

---

## Learning outcome

The learner will:

- 5 Understand the management of stroke

## Assessment criteria

The learner can:

- 5.1 Describe why effective stroke care is important to the management of stroke
- 5.2 Identify support available to individuals and others affected by stroke
- 5.3 Identify other agencies or resources to signpost individual or others for additional support and guidance

## Unit 264

## Introductory awareness of sensory loss

<b>UAN:</b>	L/615/9505
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Unit aim:</b>	The purpose of this unit is to provide the learner with introductory knowledge about sensory loss.
<b>Relationship to NOS:</b>	This unit is linked to the Sensory Services 1,2,3,4,5,6,7,8,9,11.

---

### 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:** Sensory Loss could include:

- Sight loss
- Hearing loss
- Deaf/ blindness

(AC1.1) **Factors:** 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:
  - 2.1 a Sight loss
  - 2.1 b Hearing loss
  - 2.1 c 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:
  - 4.1 a Sight loss
  - 4.1 b Deaf/blindness
  - 4.1 c 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 265

## Support effective communication with individuals with a sensory loss

<b>UAN:</b>	R/615/9506
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Unit aim:</b>	The purpose of this unit is to provide the learner with the knowledge and skills required to support effective communication with individuals with sensory loss.
<b>Relationship to NOS:</b>	This unit is linked to the Sensory Services 4, 5, 6, 7, 8, 9, 11.

---

### Learning outcome

The learner will:

- 1 Know different methods that can support communication with individuals with sensory loss

### Assessment criteria

The learner can:

- 1.1 Identify specific methods of communication that may be used with individuals with sensory loss that utilise hearing, vision and touch
- 1.2 Describe how specific different methods enable communication with individuals with sensory loss
- 1.3 Explain where additional information and support can be accessed in relation to communication with individuals with sensory loss

---

### Range

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

- Sight loss
- Hearing loss
- Deaf/blindness

---

### Learning outcome

The learner will:

- 2 Be able to use different methods of communication with individuals with sensory loss

### Assessment criteria

The learner can:

- 2.1 Explain how the use of specific methods of communication used by individuals has been agreed
- 2.2 Use agreed specific methods of communication with individuals
- 2.3 Make adjustments to communication with individuals where there is difficulty in understanding
- 2.4 Provide feedback to others on the effectiveness of methods of communication

---

### Learning outcome

The learner will:

- 3 Understand how the environment impacts on communication with individuals with sensory loss

### Assessment criteria

The learner can:

- 3.1 Explain environmental factors that can promote communication with individuals with sensory loss
- 3.2 Explain environmental factors that can hinder communication with individuals with sensory loss

---

### Learning outcome

The learner will:

- 4 Be able to utilise the environment for effective communication with individuals with sensory loss

### Assessment criteria

The learner can:

- 4.1 Set up the environment to promote effective communication with individuals with sensory loss
- 4.2 Reflect on how well the environment has facilitated effective communication with individuals with sensory loss
- 4.3 Suggest ways that the environment can be adapted to promote communication with sensory loss

## Unit 266

## Working as part of a team in health and social care

<b>UAN:</b>	D/616/2473
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Unit aim:</b>	The purpose of this unit is to develop the learner's knowledge, skills and understanding of working as part of a team in health and social care or children and young people's setting.
<b>Relationship to NOS:</b>	SCDHSC 0241 – Contribute to the effectiveness of teams

---

### Learning outcome

The learner will:

- 1 Understand teams and teamwork in the workplace

### Assessment criteria

The learner can:

- 1.1 Explain different types of teams within the work place
- 1.2 Explain why team work is important in the workplace
- 1.3 Describe how team work supports the achievement of workplace objectives

---

### Range

(AC1.1) **Teams:** Teams could include:

- Multi-agency
- Multi-disciplinary
- Formal
- Informal

---

### Learning outcome

The learner will:

- 2 Understand the principles that underpin effective teamwork

## Assessment criteria

The learner can:

- 2.1 Explain why teams need to have clear objectives supporting organisational values
  - 2.2 Explain why teams need to have clearly defined roles and responsibilities
  - 2.3 Define confidentiality within the context of teamwork
- 

## Learning outcome

The learner will:

- 3 Understand the effect of conflict within teams

## Assessment criteria

The learner can:

- 3.1 Explain why conflicts may arise in teams
  - 3.2 Explain how conflict can affect the effectiveness of a team
  - 3.3 Describe different ways a team manages conflicts
- 

## Learning outcome

The learner will:

- 4 Be able to work as part of a team

## Assessment criteria

The learner can:

- 4.1 Identify own role and responsibilities in the team
- 4.2 Identify roles and responsibilities of other team members different from own
- 4.3 Seek support and advice from other team members
- 4.4 Communicate effectively with other team members
- 4.5 Offer support, advice and guidance to other team members

## Unit 267

## Understanding advocacy

<b>UAN:</b>	Y/615/9507
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unit aim:</b>	This unit is designed to introduce health and social care workers to the legal status, purpose and function of different types of advocacy.
<b>Relationship to NOS:</b>	HSC 0367 - Help individuals identify and access independent representation and advocacy.

---

### Learning outcome

The learner will:

- 1 Understand different types of advocacy

### Assessment criteria

The learner can:

- 1.1 Explain the meaning of:
  - 1.1 a independent advocacy
  - 1.1 b independent mental health advocacy
  - 1.1 c independent mental capacity advocacy
- 1.2 Outline the legislation that underpins advocacy

---

### Learning outcome

The learner will:

- 2 Understand the roles and responsibilities of advocates

### Assessment criteria

The learner can:

- 2.1 Describe the role of an Independent Advocate
- 2.2 Describe the role of an Independent Mental Health Advocate
- 2.3 Describe the role of an Independent Mental Capacity Advocate

## 2.4 Explain own role in relation to the provision of advocacy services

---

### Learning outcome

The learner will:

- 3 Understand when and how to use advocacy services

### Assessment criteria

The learner can:

- 3.1 Explain when advocacy services must be used
- 3.2 Explain when advocacy services may be used
- 3.3 Explain how to access advocacy services

## Unit 268

## Contribute to the support of positive risk-taking for individuals

<b>UAN:</b>	D/615/9508
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	27
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting positive risk-taking to benefit individuals.
<b>Relationship to NOS:</b>	This unit is linked to HSC 240

---

### Learning outcome

The learner will:

- 1 Know the importance of risk-taking in everyday life

### Assessment criteria

The learner can:

- 1.1 Identify aspects of everyday life in which risk plays a part
- 1.2 Outline the possible consequences for individuals of being prevented or discouraged from taking risks
- 1.3 Explain how supporting individuals to take risks can enable them to have choice over their lives to:
  - 1.3 a gain in self-confidence
  - 1.3 b develop skills
  - 1.3 c take an active part in their community

---

### Learning outcome

The learner will:

- 2 Understand the importance of positive, person-centred risk assessment

### Assessment criteria

The learner can:

- 2.1 Explain how a person-centred approach to risk assessment can support positive outcomes
  - 2.2 Identify the features of a person-centred approach to risk assessment
- 

### Learning outcome

The learner will:

- 3 Be able to support individuals to make informed choices about taking risks

### Assessment criteria

The learner can:

- 3.1 Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others
  - 3.2 Support the individual to access and understand information about risks associated with a choice they plan to make
  - 3.3 Support the individual to explore the potential positive and negative consequences of the options
  - 3.4 Support the individual to make an informed decision about their preferred option and the associated risks
  - 3.5 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking
- 

### Learning outcome

The learner will:

- 4 Be able to contribute to the support of individuals to manage identified risks

### Assessment criteria

The learner can:

- 4.1 Use an individual's support plan to record identified risks
  - 4.2 Support the individual to test out the risk they wish to take, in line with agreed ways of working
  - 4.3 Explain the importance of working within the limits of own role and responsibilities
  - 4.4 Contribute to the review of risks in an individual's support plan
- 

### Learning outcome

The learner will:

- 5 Understand duty of care in relation to supporting positive risk-taking

### Assessment criteria

---

The learner can:

- 5.1 Outline how the principle of duty of care can be maintained while supporting individuals to take risks
- 5.2 Describe what action to take if an individual decides to take an unplanned risk that places himself/herself or others in immediate or imminent danger

## Unit 269

## Support care plan activities

<b>UAN:</b>	H/615/9509
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	25
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare and implement activities within a care plan and contribute to the review of activities.
<b>Relationship to NOS:</b>	This unit is linked to SCDHSC 0025.

---

### 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:** 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 270

## Contribute to supporting group care activities

<b>UAN:</b>	Y/615/9510
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to participate in and enjoy group care activities.
<b>Relationship to NOS:</b>	This unit is linked to HSC 0228

---

### 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:** 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:** Group care activities may include:

- Recreational or leisure activities
- Visits outside the usual setting
- Social activities

(AC3.1) **Others:** 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 271

## Understand the benefits of engaging in activities in adult care

<b>UAN:</b>	H/616/2474
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Unit aim:</b>	Understanding the benefits of engaging in activities to enhance wellbeing, physical, mental and social well-being in a diverse range of settings.
<b>Relationship to NOS:</b>	This unit links to SCDHSC021, 0211, 0212, 0228.

---

### Learning outcome

The learner will:

- 1 Understand the impact of activity on physical and mental well-being

### Assessment criteria

The learner can:

- 1.1 Outline the consequences of prolonged inactivity on an individual's physical and mental well-being
- 1.2 Describe the ways in which the experience of an activity can be positive
- 1.3 Explain the relationship between a positive experience of an activity on physical and mental well-being
- 1.4 Describe the ways in which the experience of an activity can be negative
- 1.5 Explain the relationship between a negative experience of an activity and physical and mental ill-being

---

### Learning outcome

The learner will:

- 2 Understand the social benefits of activities

### Assessment criteria

The learner can:

- 2.1 Describe the social benefits of engaging in person-to-person activity
  - 2.2 Describe the social benefits of engaging in group activity
  - 2.3 Identify activity approaches that focus on social interaction
- 

### Range

(AC2.3) **Activity approaches:** Activity approaches

- One to one
  - Group work
  - Within the care environment
  - External to the care environment
- 

### Learning outcome

The learner will:

- 3 Understand how activity can be the basis for a model of care and support

### Assessment criteria

The learner can:

- 3.1 Describe how care workers can embed activity provision into their existing role
  - 3.2 Outline ways in which an activity provider can contribute to an activity-based model of care
  - 3.3 Explain how carers can be supported to participate in an activity-based model of care
  - 3.4 Outline ways in which activities can be used to create a team culture in a care setting
- 

### Range

(AC3.4) **Team culture:** Team culture

- Team
- Individuals
- Carers\*
- Care workers
- Managers/Supervisors
- Activity Co-ordinators/Providers

## Unit 272

## Meet food safety requirements when providing food and drink for individuals

<b>UAN:</b>	D/615/9511
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to meet food safety requirements when preparing, serving, clearing away and storing food.
<b>Relationship to NOS:</b>	This unit is linked to HSC 0213.

---

### 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 273

## Safe practice when visiting individuals in their home

<b>UAN:</b>	H/615/9512
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Unit aim:</b>	This unit is aimed at those who support individuals to live in their own home. It provides the learner with the knowledge and skills required to gain access to an individual's home, deal with emergencies and ensure security on departure.
<b>Relationship to NOS:</b>	This unit is linked to HSC 0229.

---

### Learning outcome

The learner will:

- 1 Understand agreed ways of working to gain entry to and leave individuals' homes

### Assessment criteria

The learner can:

- 1.1 Explain how to access information about general requirements for entering and leaving individuals' homes
- 1.2 Explain security measures that should be taken when entering and leaving individuals' homes

---

### Learning outcome

The learner will:

- 2 Be able to gain entry to individuals' homes

### Assessment criteria

The learner can:

- 2.1 Access information to identify special requirements and individual preferences for entering and leaving the individuals' home
- 2.2 Inform the individual and others about a planned visit

- 2.3 Identify self on arrival by agreed means
  - 2.4 Gain entry to the individual's home following agreed ways of working
- 

### Range

(AC2.2) **Others:** Others are those who share responsibility for the worker providing care or support in the individual's home.

---

### Learning outcome

The learner will:

- 3 Understand appropriate action to take when unable to gain entry to individuals' homes

### Assessment criteria

The learner can:

- 3.1 Identify possible reasons for being unable to gain entry to an individuals' home
  - 3.2 Describe the actions to take if entry cannot be gained
  - 3.3 Explain why it is important to record and report on difficulties with access
- 

### Learning outcome

The learner will:

- 4 Understand how to deal with emergencies encountered after gaining entry

### Assessment criteria

The learner can:

- 4.1 Describe emergencies that may be encountered when gaining entry to an individual's home
  - 4.2 Describe how to deal with an emergency encountered after gaining entry, using agreed ways of working
  - 4.3 Explain what records should be completed when an emergency is encountered after gaining entry
- 

### Learning outcome

The learner will:

- 5 Be able to ensure security when leaving individuals' homes

### Assessment criteria

The learner can:

- 5.1 Implement general and specific requirements about leaving an individual's home
  - 5.2 Ensure that an individual's home is secure when leaving the premises
-

---

## Range

(AC5.1) **General and specific requirements:** General and specific requirements may include:

- How, when and who to notify of visit
- Means of identification on arrival
- Use of entry systems
- Ways of ensuring security on departure

---

## Learning outcome

The learner will:

6 Be able to review procedures for entering and leaving individuals' homes

## Assessment criteria

The learner can:

- 6.1 Support the individual to give feedback on arrangements for entering and leaving their home
- 6.2 Support the individual to understand any difficulties encountered in accessing and leaving their home, and risks that may arise
- 6.3 Contribute to agreement with the individual and others on ways to overcome difficulties and improve arrangements
- 6.4 Carry out agreed changes in arrangements for entering and leaving the individual's home
- 6.5 Record any agreed changes in arrangements for entering and leaving the individual's home

## Unit 274

## Understand physical disability

<b>UAN:</b>	M/615/9514
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	19
<b>Unit aim:</b>	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:** 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 275

## Understand how to work in end of life care

<b>UAN:</b>	A/615/9516
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Unit aim:</b>	The purpose of this unit is to assess the learner's knowledge and understanding when beginning to work in End of Life Care.

---

### Learning outcome

The learner will:

- 1 Know different perspectives on death and dying

### Assessment criteria

The learner can:

- 1.1 Outline the factors that can affect an individual's views on death and dying
- 1.2 Outline the factors that can affect own views on death and dying
- 1.3 Outline how the factors relating to views on death and dying can impact on practice
- 1.4 Explain how attitudes of others may influence an individual's choices around death and dying

---

### Range

(AC1.1) **Factors:** Factors may include:

- Social
- Cultural
- Religious
- Spiritual
- Psychological
- Emotional

(AC1.4) **Others:** Others may include:

- Partner
- Family
- Friends

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

### Learning outcome

The learner will:

- 2 Understand the aims, principles and policies of end of life care

### Assessment criteria

The learner can:

- 2.1 Explain the aims and principles of end of life care
  - 2.2 Define local and national policy and guidance in end of life care
  - 2.3 Explain the stages of the local end of life care pathway
  - 2.4 Describe the principles of advance care planning
  - 2.5 Explain why it is important to support an individual in a way that promotes their dignity
  - 2.6 Describe the importance of maintaining comfort and well-being in end of life care
- 

### Learning outcome

The learner will:

- 3 Understand factors regarding communication in end of life care

### Assessment criteria

The learner can:

- 3.1 Explain how an individual's priorities and the ability to communicate may vary over time
  - 3.2 Explain your role in responding to key questions and cues from individuals and others regarding their end of life experience
  - 3.3 Describe how you might respond to difficult questions from individuals and others
  - 3.4 Outline strategies to manage emotional responses from individuals and others
-

- 3.5 Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection
- 

### Learning outcome

The learner will:

- 4 Know how to access the range of support services available to individuals and others

### Assessment criteria

The learner can:

- 4.1 Identify the range of support services and facilities available to an individual and others
- 4.2 Identify the key people who may be involved within a multi-disciplinary end of life care team
- 4.3 Identify the potential barriers an individual may face when accessing end of life care
- 4.4 Suggest ways to minimise the barriers an individual may face when accessing end of life care.
- 4.5 Evaluate the choices individuals have in terms of choosing where they spend their last days of life
- 

### Range

- (AC4.1) **Support services and facilities:** Support services and facilities may include e.g.
- Pastoral services
  - Other professionals
  - Citizens advice
  - Self-help organisations
  - Hospices

## Unit 276

# Understand and implement a person centred approach to the care and support of individuals with dementia

<b>UAN:</b>	F/615/9517
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Unit aim:</b>	This unit is aimed at those who provide care and support to people who have dementia in a wide range of settings. It requires the demonstration of knowledge and skills in planning and delivering support to meet an individual's identified and agreed abilities and needs, in order to reflect the person centred approach.

---

### Learning outcome

The learner will:

- 1 Understand the importance of a person centred approach to dementia care and support

### Assessment criteria

The learner can:

- 1.1 Explain what is meant by a person centred approach
- 1.2 Describe how a person centred approach enables individuals with dementia to be involved in their own care and support
- 1.3 Explain how a person centred approach can support a sense of well-being and how this might be indicated

---

### Range

(AC1.3) **Indicate:** Indicate may include:

- Can communicate wants, needs and choices
- Makes contact with other people
- Shows warmth and affection
- Showing pleasure or enjoyment
- Alertness, responsiveness
- Uses remaining abilities
- Expresses self creatively

- Is co-operative or helpful
- Responding appropriately to people
- Expresses appropriate emotions
- Relaxed posture or body language
- Sense of humour
- Sense of purpose
- Signs of self-respect

(AC1.3) **Well-being:** Well-being may include:

- Sense of Hope
- Sense of Agency
- Confidence
- Self esteem
- Physical health

### Learning outcome

The learner will:

- 2 Be able to involve the individual with dementia in planning and implementing their care and support using a person centred approach

### Assessment criteria

The learner can:

- 2.1 Explain how information about personality and life history can be used to support an individual to live well with dementia
- 2.2 Communicate with an individual with dementia using a range of methods that meet individual's abilities and needs
- 2.3 Involve an individual with dementia in identifying and managing risks for their care and support plan
- 2.4 Engage an individual with dementia in opportunities that meet their agreed abilities, needs and preferences

### Learning outcome

The learner will:

- 3 Be able to involve carers and others in the care and support of individuals with dementia

### Assessment criteria

The learner can:

- 3.1 Explain how to increase an informal carer's understanding of dementia and a person centred approach
- 3.2 Demonstrate how to involve informal carers and others in the support of an individual with dementia

---

## Range

(AC3.1) **Informal carer:** Informal carer e.g.

- Partner
- Family
- Friends
- Neighbours

(AC3.2) **Others:** Others e.g.

- Care worker
- Colleagues
- Managers
- Social worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses
- IMCA
- CPN
- Dementia Care Advisors
- Advocate
- Support groups

## Unit 277

## Understand the context of supporting individuals with learning disabilities

<b>UAN:</b>	L/615/9519
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unit aim:</b>	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 nature and characteristics of learning disability

### Assessment criteria

The learner can:

- 1.1 Explain what is meant by 'learning disability'
- 1.2 Identify possible causes of learning disabilities
- 1.3 Describe models of disability

---

### Learning outcome

The learner will:

- 2 Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities

### Assessment criteria

The learner can:

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

### Learning outcome

The learner will:

- 3 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:

- 3.1 Explain the meaning of the term 'social inclusion'
  - 3.2 Explain how people with learning disabilities may benefit from the services of an advocate
  - 3.3 Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities
  - 3.4 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities their family and/or carers
  - 3.5 Describe the role and responsibilities of agencies in promoting inclusion and providing advocacy
- 

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

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

## Unit 278

# Principles of supporting individuals with a learning disability to access healthcare

<b>UAN:</b>	J/615/9521
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Unit aim:</b>	This unit covers the principles of supporting individuals with a learning disability to access healthcare. It covers legislation, barriers to and functions of healthcare services, and plans for healthcare.
<b>Relationship to NOS:</b>	This unit is linked to the HSC 0026, 0225.

---

### 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:** Healthcare services may include:

- Primary healthcare services
- Acute healthcare services
- Specialist healthcare services
- Community healthcare services

(AC1.3) **Individual:** Individual is someone requiring care or support.

---

### Learning outcome

The learner will:

- 2 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with a learning disability

### Assessment criteria

The learner can:

- 2.1 Identify a range of regular health checks that an individual may have to support good health and well being
  - 2.2 Outline how missing regular health checks may increase the risk of poor health and well-being for the individual
  - 2.3 Explain how plans for healthcare can be of benefit to an individual with a learning disability
  - 2.4 Explain the importance of individual preference in relation to treatments available
- 

### Range

(AC2.3) **Plans for healthcare:** Plans for healthcare – in England this refers to/should include Health Action Plans.

(AC2.4) **Treatments available:** Treatments available – this may include complementary therapies.

---

### Learning outcome

The learner will:

- 3 Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services

### Assessment criteria

The learner can:

- 3.1 Identify barriers to accessing healthcare services that an individual with a learning disability may experience
  - 3.2 Describe ways to overcome barriers to accessing healthcare services
  - 3.3 Describe reasons why an individual may be reluctant to access healthcare services
  - 3.4 List a range of resources that may be helpful to an individual with a learning disability accessing healthcare services
- 

### Range

(AC3.1) **Barriers:** Barriers should include personal barriers as well as external barriers.

---

## Unit 279

## Introductory awareness of autistic spectrum conditions

<b>UAN:</b>	L/615/9522
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	17
<b>Unit aim:</b>	<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 281

## Contribute to supporting individuals in the use of assistive technology

<b>UAN:</b>	R/615/9523
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	19
<b>Unit aim:</b>	The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology.
<b>Relationship to NOS:</b>	This unit is linked to the Sensory Services 4, 5, 6, 7, 9, 11.

---

### 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 282

# The principles of Infection Prevention and Control

<b>UAN:</b>	T/615/7974
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Unit aim:</b>	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.
<b>Relationship to NOS:</b>	IPC01.2012

---

### 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 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 283

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

<b>UAN:</b>	Y/615/9524
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	25
<b>Unit aim:</b>	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.
<b>Relationship to NOS:</b>	This unit is linked to Sensory Services 4.

---

### 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:** 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:** 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:** 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) **Activity:** 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 284

## Contribute to the support of infection prevention and control in adult care

<b>UAN:</b>	K/616/2475
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Unit aim:</b>	The purpose of this unit is to develop the learner's knowledge, and skills when contributing to the support of infection prevention and control in a work setting.
<b>Relationship to NOS:</b>	IPC 2 - Perform hand hygiene to prevent the spread of infection. SCD HSC 0032 – Promote health, safety and security in the work place.

---

### Learning outcome

The learner will:

- 1 Understand infection prevention and control

### Assessment criteria

The learner can:

- 1.1 Explain how infections are spread
- 1.2 Explain how breaking the chain of infection minimises the spread of infection
- 1.3 Identify individuals who may be more vulnerable to infection
- 1.4 Describe how individuals can be supported to minimise the spread of infection
- 1.5 Identify sources of advice when you have concerns about possible or identified infections

---

### Range

- (AC1.2) **Chain of infection:** Chain of infection relates to the 6 links in the recognised chain of infection.

---

### Learning outcome

The learner will:

- 2 Understand the need to ensure infection prevention and control policies and guidelines are applied within different work settings

### Assessment criteria

The learner can:

- 2.1 Identify which policies and guidelines can be applied in own work setting
- 2.2 Describe how infection prevention and control practices may differ across work settings whilst complying with policies and guidelines

---

### Range

(AC2.2) **Work settings:** Work settings may include:

- Individuals in own home
- Community environments
- Hospitals
- Residential care homes
- Nursing homes

---

### Learning outcome

The learner will:

- 3 Be able to demonstrate how personal hygiene can help to prevent and control infections

### Assessment criteria

The learner can:

- 3.1 Explain how personal hygiene and handwashing can support the prevention and control of infections
- 3.2 Show how own personal hygiene reflects the policies and guidelines of the work setting
- 3.3 Carry out hand hygiene following work setting policies and guidance
- 3.4 Support others to carry out hand hygiene

---

### Learning outcome

The learner will:

- 4 Be able to take steps to reduce the likelihood of infection in the work setting

### Assessment criteria

The learner can:

- 4.1 Describe how to manage coughing and sneezing to minimise the spread of infection
  - 4.2 Describe how to manage spilled blood and body fluids in line with policies and guidance
  - 4.3 State steps to follow if you are exposed to a risk of infection through injuries in the work setting
  - 4.4 Describe how to minimise spread of infection in the work environment
  - 4.5 Use and dispose of personal protective equipment (PPE) in line with policies and guidance
  - 4.6 Dispose of different types of waste safely
  - 4.7 Support others to recognise how to minimise the spread of infection
  - 4.8 Complete records for the prevention and control of infections in line with policies and guidance
- 

### Range

(AC4.3) **Injuries:** Injuries could be acquired in or outside the work setting and may include:

- Sharp injuries
- Cuts
- Bites
- Burns
- Broken skin
- Spitting

(AC4.7) **Others:** Others may include:

- People who use services
- Care or support staff
- Colleague
- Manager
- Non direct care or support staff
- Carers
- Families
- Visitors
- Contractors
- Volunteers
- Other professionals
- Infection control nurse

## Unit 286

## Knowledge, skills and behaviours expected of adult care workers

<b>UAN:</b>	M/615/9576
<b>Unit level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	14
<b>Unit aim:</b>	This unit aims to provide underpinning knowledge and opportunities to develop the skills required to be an effective and compassionate adult care worker. It links to the values and behaviours expected in adult care work.
<b>Endorsed by</b>	Skills for Care

---

### Learning outcome

The learner will:

- 1 Know the behaviours expected of the adult care worker

### Assessment criteria

The learner can:

- 1.1 List the personal attributes and behaviours expected of all Adult Care Workers carrying out their roles
- 1.2 Describe how to maintain the dignity of the individual in receipt of care services at all times.
- 1.3 Explain what is meant by 'empathy' in relation to care work
- 1.4 Explain why it is important to identify and respond correctly to any changes in the condition or needs of an individual
- 1.5 Describe the actions to take if there are changes to the condition or needs of an individual
- 1.6 Explain ways of managing own feelings if personal beliefs or culture are challenged
- 1.7 Explain ways of maintaining a positive approach to the work and building own resilience
- 1.8 Explain the importance of developing own skills in writing, use of number and information technology in relation to care work

---

## Range

(AC1.4) **Condition:** Condition may include:

- Physical condition
- Environmental circumstances
- Personal circumstances

(AC1.4) **Needs:** Needs may include:

- Physical needs
- Emotional needs
- Cultural needs
- Spiritual needs
- Environmental needs
- Financial needs

(AC1.7) **Positive approach:** Positive approach refers to managing own stress and presenting a professional, caring face to the individual in receipt of services, their family and carers.

---

## Learning outcome

The learner will:

2 Demonstrate the skills and behaviours expected of an adult care worker

## Assessment criteria

The learner can:

2.1 Work with individuals in a way that demonstrates:

- 2.1 a compassion
- 2.1 b dignity
- 2.1 c respect for difference

2.2 Seek guidance and advice from others to support effective practice

## Unit 308

## Understand mental well-being and mental health promotion

<b>UAN:</b>	H/615/7890
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Unit aim:</b>	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.
<b>Relationship to NOS:</b>	MH14

---

### 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:
  - 1.2.a biological factors
  - 1.2.b social factors
  - 1.2.c psychological factors
  - 1.2.d 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.
- (AC1.3) **Protective factors:** Including socially valued roles, social support and contact.
- (AC1.3) **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 309

## Understand mental health problems

<b>UAN:</b>	M/615/8282
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Unit aim:</b>	This unit aims to provide the learner with knowledge of the main forms of mental ill health 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 ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.
<b>Relationship to NOS:</b>	SCDHSC3111, MH14

### Learning outcome

The learner will:

- 1 Understand the types of mental ill health

### Assessment criteria

The learner can:

- 1.1 Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system:
  - 1.1 a mood disorders
  - 1.1 b personality disorders
  - 1.1 c anxiety disorders
  - 1.1 d psychotic disorders
  - 1.1 e substance-related disorders
  - 1.1 f eating disorders
  - 1.1 g cognitive disorders
- 1.2 Explain the key strengths and limitations of the psychiatric classification system
- 1.3 Explain alternative frameworks for understanding mental distress
- 1.4 Explain indicators of mental ill health

---

## Learning outcome

The learner will:

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

## Assessment criteria

The learner can:

- 2.1 Explain how individuals experience discrimination
- 2.2 Explain the effects mental ill health may have on an individual
- 2.3 Explain the effects mental ill health may have on those in the individual's familial, social or work network
- 2.4 Explain how to intervene to promote an individual's mental health and well-being

## Unit 314

## Undertake physiological measurements

<b>UAN:</b>	A/615/8172
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Unit aim:</b>	This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.
<b>Relationship to NOS:</b>	CHS19.2012

---

### Learning outcome

The learner will:

- 1 Understand relevant legislation, policy and good practice for undertaking physiological measurements

### Assessment criteria

The learner can:

- 1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice

---

### Learning outcome

The learner will:

- 2 Understand the physiological states that can be measured

### Assessment criteria

The learner can:

- 2.1 Explain the principles of blood pressure to include:
  - 2.1 a blood pressure maintenance
  - 2.1 b differentiation between systolic and diastolic blood pressure
  - 2.1 c normal limits of blood pressure
  - 2.1 d conditions of high or low blood pressure
- 2.2 Explain the principles of body temperature to include:

- 2.2 a body temperature maintenance
  - 2.2 b normal body temperature
  - 2.2 c pyrexia, hyper-pyrexia and hypothermia
  - 2.3 Explain the principles of respiratory rates to include:
    - 2.3 a normal respiratory rates
    - 2.3 b factors affecting respiratory rates in ill and well individuals
  - 2.4 Explain the principles of pulse rates to include:
    - 2.4 a normal pulse rates limits
    - 2.4 b factors affecting pulse rates – raising or lowering
    - 2.4 c pulse sites on the body
    - 2.4 d the requirement for pulse oximetry measurements
    - 2.4 e analysis and implication of pulse oximetry findings
  - 2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/ dietary control
  - 2.6 Explain the major factors that influence changes in physiological measurements
  - 2.7 Explain the importance of undertaking physiological measurements
  - 2.8 Explain how physiological measurements may need to be adapted for the individual
- 

### Range

- (AC2.8) **Physiological measurements may need to be adapted:** Physiological measurements may need to be adapted for the individual depending on their:
- size
  - age
  - stage of development
- 

### Learning outcome

The learner will:

- 3 Be able to prepare to take physiological measurements

### Assessment criteria

The learner can:

- 3.1 Explain to the individual what measurements will be undertaken and why these are done
  - 3.2 Reassure the individual during physiological measurements process
  - 3.3 Answer questions and deal with concerns during physiological measurements process
  - 3.4 Explain the help individuals may need before taking their physiological measurements
  - 3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
  - 3.6 Ensure all materials and equipment to be used are appropriately prepared
  - 3.7 Confirm the individual's identity and obtain valid consent
-

---

## Range

(AC3.1) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

(AC3.7) **Valid consent:** Valid consent must be in line with agreed UK country definition

---

## Learning outcome

The learner will:

- 4 Be able to undertake physiological measurements

## Assessment criteria

The learner can:

- 4.1 Apply standard precautions for infection prevention and control
  - 4.2 Apply health and safety measures relevant to the procedure and environment
  - 4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
  - 4.4 Monitor the condition of the individual throughout the measurement
  - 4.5 Respond to any significant changes in the individual's condition
  - 4.6 Follow the agreed process when unable to obtain or read a physiological measurement
  - 4.7 Identify any issues outside own responsibility and refer these to other colleagues
- 

## Learning outcome

The learner will:

- 5 Be able to record and report results of physiological measurements

## Assessment criteria

The learner can:

- 5.1 Explain the necessity for recording physiological measurements
  - 5.2 Explain a few common conditions which require recording of physiological measurements
  - 5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels
  - 5.4 Record physiological measurements taken accurately using the correct documentation
-

## Unit 317

## Obtain and test capillary blood samples

<b>UAN:</b>	J/615/8191
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit is aimed at workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required. Caution must be applied with taking multiple samples from neonates or children under one-year-old, as venepuncture may be the preferred method depending on the type of sample and quantity required.
<b>Relationship to NOS:</b>	CHS131

---

### Learning outcome

The learner will:

- 1 Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples

### Assessment criteria

The learner can:

- 1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples

---

### Learning outcome

The learner will:

- 2 Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples

### Assessment criteria

The learner can:

- 2.1 Describe the structure and purpose of capillary blood vessels
- 2.2 Explain blood clotting processes and the factors that influence blood clotting

---

### Learning outcome

The learner will:

- 3 Be able to prepare to obtain capillary blood samples

### Assessment criteria

The learner can:

- 3.1 Confirm the individual's identity and obtain valid consent
- 3.2 Select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences and age
- 3.3 Provide support and reassurance to address the individual's needs and concerns
- 3.4 Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences

---

### Range

(AC3.1) **Individual's:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

(AC3.1) **Valid consent:** Valid consent must be in line with agreed UK country definition

(AC3.2) **Preferences:** Preferences may be based on:

- beliefs
- values
- culture

---

### Learning outcome

The learner will:

- 4 Be able to obtain capillary blood samples

### Assessment criteria

The learner can:

- 4.1 Apply health and safety measures relevant to the procedure and environment
- 4.2 Apply standard precautions for infection prevention and control
- 4.3 Describe the different reasons for obtaining capillary blood samples
- 4.4 Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual
- 4.5 Use the selected materials, equipment and containers/ slides in accordance with agreed procedures
- 4.6 Obtain blood samples in the correct sequence when obtaining multiple samples
- 4.7 Ensure stimulation of blood flow
- 4.8 Select alternative sites where necessary
- 4.9 Carry out the correct procedure for encouraging closure and blood clotting at the site

- 4.10 Respond to any indication of an adverse reaction, complication or problem during the procedure
  - 4.11 Explain the correct process for labelling and other protocols in relation to blood samples
  - 4.12 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications
- 

### Learning outcome

The learner will:

- 5 Be able to test and record the results of blood samples

### Assessment criteria

The learner can:

- 5.1 Test the sample using the approved method in line with organisational procedure
  - 5.2 Describe normal or expected results for particular tests
  - 5.3 Recognise and interpret normal, expected and abnormal results
  - 5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required
  - 5.5 Record results fully and accurately and forward according to local requirements
- 

### Learning outcome

The learner will:

- 6 Be able to pass on the results of blood samples

### Assessment criteria

The learner can:

- 6.1 Communicate the results of the tests and any further action required to the individual
- 6.2 Respond to questions and concerns from individuals, providing accurate information
- 6.3 Refer issues outside own responsibility to an appropriate staff member

## Unit 326

## Support individuals at the end of life

<b>UAN:</b>	L/615/8192
<b>Unit level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	50
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.
<b>Relationship to NOS:</b>	SCDHSC0385

---

### Learning outcome

The learner will:

- 1 Understand the aims and principles of end of life care

### Assessment criteria

The learner can:

- 1.1 Explain the aims and principles of end of life care
- 1.2 Analyse the impact of national and local drivers on current approaches to end of life care
- 1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
- 1.4 Identify the key people and services who may be involved in delivery of end of life care
- 1.5 Explain the concept of holistic care at the end of life
- 1.6 Describe the triggers that suggest individuals are nearing the end of life

---

### Range

(AC1.4) **Key people:** Key people may include:

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

(AC1.6) **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 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 support for an individual's health and well-being may not always relate to their terminal condition

---

## Range

(AC2.3) **Well-being:** Well-being may include aspects that are:

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

---

## 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 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs and preferences for their end of life care
- 3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role

---

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

---

### Learning outcome

The learner will:

- 5 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:

- 5.1 Explain why support for spiritual needs may be especially important at the end of life
- 5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life

---

### Learning outcome

The learner will:

- 6 Be able to support individuals through the process of dying

### Assessment criteria

The learner can:

- 6.1 Carry out own role in an individual's care
  - 6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways
  - 6.3 Adapt support to reflect the individual's changing needs or responses
- 

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 7.1 Explain why it is important to know about an individual's wishes for their after-death care
  - 7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working
  - 7.3 Describe ways to support key people immediately following an individual's death
- 

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

- 8.1 Identify ways to manage own feelings in relation to an individual's dying or death
- 8.2 Utilise support systems to deal with own feelings 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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

### **Centre Handbook: Quality Assurance Standards**

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### **Centre Assessment: Quality Assurance Standards**

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

### **Access arrangements: When and how applications need to be made to City & Guilds**

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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### **Useful contacts**

Please visit the **Contact us** section of the City & Guilds website.

### **City & Guilds**

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We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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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 operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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