

Level 3 Diploma in Adult Care (3095-31)

Version 4.0 September 2021

Qualification Handbook



Qualification at a glance

Subject area	Care
City & Guilds number	3095-31
Age group approved	16-19, 19+
Entry requirements	None
Assessment types	Portfolio of evidence
Grading	Pass/Fail for units and overall qualification
Approvals	Approval required
Support materials	Qualification handbook; Candidate logbook; SmartScreen
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
3095-31 Level 3 Diploma in Adult Care	329	580	3095-31	603/2662/1

Version and date	Change detail	Section
01.01 October 2017	Initial input of data	Document
01.02 January 2018	Amended UAN for unit 213	Unit 213
02 15 January 2018	Credit in ROC sections for units 339,381,401,213 amended plus roc description clarified - most of group D merged with group B units 221 and 277 from group D moved to group C. Min requirement for B is now 20 not 12. Corrected AC 1.4 for 380. Added missing 310 to group B.	ROC, unit 380
2.1 5 April 2018	Added Disclosure and barring statement	Entry Requirements
3.0 May 2019	Additional assessment methods or evidence sources section added	Section 4 – Assessment
	Links to external documents updated	Pages 16 & 20
3.1 October 2019	Minor formatting amendment made to unit 371, Lo3, ACs 3.1-3.4.	Page 286
3.2 June 2020	Added Internal quality assurers section	Page 17
4.0 September 2021	The following optional units have been added: 222, 311, 382, 383, 384, 388, 389, 390, 391, 392, 393	Throughout
	Useful contacts page updated	Throughout
	Minor formatting amendments	Page 10
	Additions to barring list	Page 83
	Unit 277 – outcome 5 added to unit	Page 109
	Unit 310 – AC 3.5 added, range for 5.4 extended	Page 2
	Grading information expanded	Appendix 1
	Appendix 1 updated	

Contents

Qualification at a glance	2
Contents	4
1 Introduction	9
Structure	11
Total Qualification Time	16
2 Centre requirements	17
Approval	17
Resource requirements	17
Learner entry requirements	18
Age restrictions	19
3 Delivering the qualification	20
Initial assessment and induction	20
Support materials	20
4 Assessment	21
Summary of assessment methods	21
Assessment strategy	23
5 Units	25
Availability of units	25
Structure of the units	25
Unit 201 Safeguarding and protection in care settings	26
Unit 202 Responsibilities of a care worker	31
Unit 213 Support independence in the tasks of daily living	33
Unit 220 Contribute to monitoring the health of individuals affected by health conditions	36
Unit 221 Principles of health promotion	39
Unit 222 Understand how to support people with learning disabilities as they grow older	41
Unit 228 Support individuals to eat and drink	43
Unit 231 Contribute to the care of a deceased person	46
Unit 232 Undertake agreed pressure area care	49
Unit 237 Support individuals to carry out their own health care procedures	52
Unit 240 Provide support for leisure activities	55

Unit 241	Support individuals to meet personal care needs	58
Unit 244	Move and position individuals in accordance with their care plan	61
Unit 245	Support individuals to manage continence	64
Unit 246	Obtain and test specimens from individuals	67
Unit 247	Prepare individuals for healthcare activities	70
Unit 249	Provide support to manage pain and discomfort	72
Unit 267	Understanding advocacy	74
Unit 270	Contribute to supporting group care activities	76
Unit 273	Safe practice when visiting individuals in their home	79
Unit 276	Understand and implement a person centred approach to the care and support of individuals with dementia	82
Unit 277	Understand the context of supporting individuals with learning disabilities	85
Unit 301	Promote personal development in care settings	88
Unit 302	Promote health, safety and well-being in care settings	91
Unit 303	Promote communication in care settings	96
Unit 304	Promote effective handling of information in care settings	99
Unit 305	Duty of care in care settings	101
Unit 306	Promote equality and inclusion in care settings	103
Unit 307	Promote person-centred approaches in care settings	105
Unit 309	Understand mental health problems	110
Unit 310	Work with individuals who have specific communication needs	112
Unit 311	Understand mental well-being and mental health promotion	116
Unit 312	Understand sensory loss	118
Unit 313	Promote effective communication with individuals with sensory loss	121
Unit 314	Undertake physiological measurements	123
Unit 315	Communicate with individuals about promoting their health and well-being	126
Unit 316	Assist and support individuals to use alternative and augmentative communication systems (AAC)	129
Unit 318	Coordinate the progress of individuals through care pathways	132
Unit 319	Understand person-centred thinking and planning	134
Unit 320	Facilitate person centred assessment, planning, implementation and review	138
Unit 321	Positive behaviour support in adult care	141
Unit 322	Promote positive behaviour	144

Unit 323	Enable individuals to develop strategies to manage their behaviour	148
Unit 324	Support positive risk taking for individuals	151
Unit 325	Support individuals during a period of change	154
Unit 327	Provide support to individuals to continue recommended therapies	157
Unit 328	Implement therapeutic group activities	160
Unit 329	Support individuals to access and use services and facilities	163
Unit 330	Support individuals to manage their finances	166
Unit 331	Provide information and advice to individuals on eating to maintain optimum nutritional status	169
Unit 332	Monitor and review individuals progress in relation to maintaining optimum nutritional status	172
Unit 333	Administer oral nutritional products to individuals	174
Unit 334	Support the spiritual well-being of individuals	178
Unit 335	Assist in the implementation of programmes to increase mobility, movement and functional independence	181
Unit 336	Enable individuals to negotiate environments	184
Unit 337	Support individuals to maintain stoma care	187
Unit 338	Support urinary continence management and catheter care in health and care settings	190
Unit 339	Work in partnership with families to support individuals	194
Unit 340	Support individuals to access housing and accommodation services	198
Unit 341	Support individuals to live at home	202
Unit 342	Supporting infection prevention and control in adult care	205
Unit 343	Support use of medication in adult care	209
Unit 344	Administer medication to individuals and monitor the effects	213
Unit 345	Obtaining and testing capillary blood samples in care settings	216
Unit 346	Prepare for and carry out extended feeding techniques	219
Unit 347	Obtain venous blood samples	223
Unit 348	Perform routine electrocardiograph (ECG) procedures	226
Unit 349	Undertake treatments and dressings of lesions and wounds	229
Unit 350	Support the assessment of individuals with sensory loss	232
Unit 351	Assist in the administration of oxygen	235
Unit 352	Undertake tissue viability risk assessments	238
Unit 353	Understand physical disability	241
Unit 354	Work with other professionals and agencies to support individuals with physical disability	244

Unit 355	Support individuals with multiple conditions and/or disabilities	246
Unit 356	Prepare to support individuals within a shared lives arrangement	249
Unit 357	Provide support for individuals within a shared lives arrangement	251
Unit 358	Promote active support	254
Unit 359	Support individuals with a learning disability to access healthcare	257
Unit 360	Support individuals with self-directed support	260
Unit 361	Support individuals with cognition or learning difficulties	264
Unit 362	Understand long term conditions and frailty	267
Unit 363	Understand the process and experience of dementia	270
Unit 364	End of life and dementia care	272
Unit 365	Facilitate and monitor housing and accommodation services to support individuals with mental health needs	275
Unit 366	Knowledge, skills and behaviour expected of a lead adult care worker	278
Unit 367	Understand the impact of acquired brain injury on individuals	280
Unit 368	Understand stroke care management	283
Unit 371	Diabetes awareness	288
Unit 372	Support individuals who are bereaved	292
Unit 373	Supporting individuals with loss and grief before death	295
Unit 374	Managing symptoms in end of life care	297
Unit 375	Recognise when substance misuse is indicated and refer individuals to specialists	300
Unit 376	Support individuals who are substance users	302
Unit 377	Carry out comprehensive substance misuse assessment	305
Unit 378	Supply and exchange injecting equipment for individuals	308
Unit 379	Supporting individuals using technologies in health and care settings	311
Unit 380	Understand advance care planning	313
Unit 381	Interact with and support individuals using telecommunications	316
Unit 382	Promote well-being and the rights of the individual	319
Unit 383	Promoting health and well-being of individuals with learning disabilities and/or individuals with autism	321
Unit 384	Supporting healthy relationships	324
Unit 385	Understand how to provide support when working in end of life care	327
Unit 386	Coordination of activity provision in adult care	331
Unit 387	Contribute to effective team working in health and social care	333
Unit 388	Understanding autistic people	336

Unit 389	Supporting meaningful activity and independence through positive risk taking and Active Support	339
Unit 390	Supporting individuals to manage their behaviour	342
Unit 391	Developing practice leadership skills	345
Unit 392	Support individuals to manage their own recovery from mental health problems	349
Unit 393	Supporting individuals to develop self-advocacy skills	351
Unit 401	Promote the physical health of individuals with mental health needs.	354
Unit 402	Support individuals to access education, training or employment	357
Unit 403	Support individuals to access and manage direct payments	360
Unit 404	Support individuals to manage dysphagia	364
Unit 405	Enable individuals with mental health problems to develop alternative coping strategies	367
Appendix 1	Sources of general information	370

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 3 Diploma in Adult Care is an occupational qualification for learners who work in Adult Care Settings in England. The qualification is linked to the Lead Adult Care Worker Trailblazer Apprenticeship and is applicable to variety of roles, where workers have key responsibilities for delivery of care and support and/or a level of supervisory responsibility for others such as:</p> <ul style="list-style-type: none"> • Lead Adult Care Worker • Lead Personal Assistant • Key Worker • Domiciliary Care Worker • Senior Care Assistant • Support Worker
What does the qualification cover?	<p>This qualification consists of mandatory units covering core knowledge and skills competencies with optional specialisms which can be are 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 well-being.</p> <p>The optional units are designed to meet the requirements of a range of Adult Care services and to support the delivery of the Lead Adult Care Worker Apprenticeship Standard.</p> <p>Unit 366 Knowledge, skills and behaviour expected of a lead adult care worker will be particularly useful for those learners completing this qualification as part of an 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 Adult Care within a role which has some autonomy, delegated responsibility or where there may be a need for supervision of others.</p> <p>Learners can progress to the City & Guilds Level 4 Diploma in Adult Care (4222-34) or the City & Guilds Level 5 Diploma in Leadership and Management in Adult Care (3080-50) providing they are in an appropriate job role.</p> <p>Opportunities may also be available to progress to an apprenticeships for the Lead Practitioner In Adult Care or</p>

Area	Description
	Leader in Adult Care, or to higher education programmes, providing all entry requirements are met.
Who did we develop the qualification with?	This qualification is endorsed by Skills for Care the Sector Skills Council for Adult Social Care in England.
Is it part of an apprenticeship framework or initiative?	Yes. This qualification is the on-programme component of the Lead Adult Care Worker Trailblazer Apprenticeship Standard. City & Guilds is approved to offer End Point Assessment for this standard.
	9042-12 Lead Adult Care Worker - End-point Assessment

Structure

To achieve the Level 3 Diploma in Adult Care learners must achieve a minimum of 58 credits.

Out of the total 58 credits 43 credits must be at level 3 and above.

28 Credits must be taken from the mandatory group A.

A minimum of 30 credits must be taken from optional groups B and C.

A minimum of 20 credits must be taken from group B.

A maximum of 10 credits can be taken from group C. There is no minimum requirement for credit to be taken from group C.

Note that the following units are barred combinations:

Unit 245 is barred with unit 338

Unit 310 is barred with unit 313

Unit 313 is barred with unit 310

Unit 319 is barred with unit 320

Unit 320 is barred with unit 319

Unit 321 is barred with unit 322

Unit 322 is barred with unit 321

Unit 338 is barred with unit 245

Unit 343 is barred with unit 344

Unit 344 is barred with unit 343

Unit 390 is barred with unit 321

Unit 390 is barred with unit 322

Unit 321 is barred with unit 390

Unit 322 is barred with unit 390

Unit 358 is barred with unit 389

Unit 389 is barred with unit 358

Unit 356 is barred with unit 383

Unit 383 is barred with unit 356

3095-31 Level 3 Diploma in Adult Care

City & Guilds unit number	Unit title	Credit
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Mandatory Group A

201	Safeguarding and protection in care settings	3
202	Responsibilities of a care worker	2
301	Promote personal development in care settings	3
302	Promote health, safety and well-being in care settings	6
303	Promote communication in care settings	3
304	Promote effective handling of information in care settings	2
305	Duty of care in care settings	1
306	Promote equality and inclusion in care settings	2
307	Promote person-centred approaches in care settings	6

Optional Group B

213	Support independence in the tasks of daily living	5
220	Contribute to monitoring the health of individuals affected by health conditions	2
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
237	Support individuals to carry out their own health care procedures	2
240	Provide support for leisure activities	3
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
270	Contribute to supporting group care activities	3

Optional Group B

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
310	Work with individuals who have specific communication needs	4
313	Promote effective communication with individuals with sensory loss	4
314	Undertake physiological measurements	3
315	Communicate with individuals about promoting their health and well-being	3
316	Assist and support individuals to use alternative and augmentative communication systems (AAC)	5
318	Coordinate the progress of individuals through care pathways	4
319	Understand person-centred thinking and planning	3
320	Facilitate person centred assessment, planning, implementation and review	3
321	Positive behaviour support in adult care	4
322	Promote positive behaviour	6
323	Enable individuals to develop strategies to manage their behaviour	8
324	Support positive risk taking for individuals	4
325	Support individuals during a period of change	4
327	Provide support to individuals to continue recommended therapies	3
328	Implement therapeutic group activities	4
329	Support individuals to access and use services and facilities	4
330	Support individuals to manage their finances	3
331	Provide information and advice to individuals on eating to maintain optimum nutritional status	5
332	Monitor and review individuals progress in relation to maintaining optimum nutritional status	3
333	Administer oral nutritional products to individuals	4
334	Support the spiritual well-being of individuals	3
335	Assist in the implementation of programmes to increase mobility, movement and functional independence	4
336	Enable individuals to negotiate environments	5
337	Support individuals to maintain stoma care	4
338	Support urinary continence management and catheter care in health and care settings	4

Optional Group B

339	Work in partnership with families to support individuals	3
340	Support individuals to access housing and accommodation services	4
341	Support individuals to live at home	4
342	Supporting infection prevention and control in adult care	2
343	Support use of medication in adult care	4
344	Administer medication to individuals and monitor the effects	5
345	Obtaining and testing capillary blood samples in care settings	4
346	Prepare for and carry out extended feeding techniques	4
347	Obtain venous blood samples	3
348	Perform routine electrocardiograph (ECG) procedures	4
349	Undertake treatments and dressings of lesions and wounds	4
350	Support the assessment of individuals with sensory loss	3
351	Assist in the administration of oxygen	5
352	Undertake tissue viability risk assessments	3
354	Work with other professionals and agencies to support individuals with physical disability	3
355	Support individuals with multiple conditions and/or disabilities	3
356	Prepare to support individuals within a shared lives arrangement	4
357	Provide support for individuals within a shared lives arrangement	4
358	Promote active support	3
359	Support individuals with a learning disability to access healthcare	3
360	Support individuals with self-directed support	5
361	Support individuals with cognition or learning difficulties	5
364	End of life and dementia care	2
365	Facilitate and monitor housing and accommodation services to support individuals with mental health needs	5
366	Knowledge, skills and behaviour expected of a lead adult care worker	3
372	Support individuals who are bereaved	4
373	Supporting individuals with loss and grief before death	2
374	Managing symptoms in end of life care	4
375	Recognise when substance misuse is indicated and refer individuals to specialists	4
376	Support individuals who are substance users	7

Optional Group B

377	Carry out comprehensive substance misuse assessment	5
378	Supply and exchange injecting equipment for individuals	3
379	Supporting individuals using technologies in health and care settings	3
381	Interact with and support individuals using telecommunications	5
382	Promote well-being and the rights of the individual	2
383	Promoting health and well-being of people with learning disabilities and/or autistic people	2
384	Supporting healthy relationships	2
386	Coordination of activity provision in adult care	4
387	Contribute to effective team working in health and social care	3
389	Supporting meaningful activity and independence through positive risk taking and Active Support	2
390	Supporting individuals to manage their behaviour	3
391	Developing practice leadership skills	3
392	Support individuals to manage their own recovery from mental health problems	3
393	Supporting individuals to develop self-advocacy skills	2
401	Promote the physical health of individuals with mental health needs.	3
402	Support individuals to access education, training or employment	4
403	Support individuals to access and manage direct payments	4
404	Support individuals to manage dysphagia	5
405	Enable individuals with mental health problems to develop alternative coping strategies	4

Optional Group C

221	Principles of health promotion	2
222	Understand how to support people with learning disabilities as they grow older	1
267	Understanding advocacy	2
277	Understand the context of supporting individuals with learning disabilities	2
309	Understand mental health problems	3
311	Understand mental well-being and mental health promotion	3
312	Understand sensory loss	3

Optional Group C

353	Understand physical disability	2
362	Understand long term conditions and frailty	3
363	Understand the process and experience of dementia	3
367	Understand the impact of acquired brain injury on individuals	3
368	Understand stroke care management	4
371	Diabetes awareness	3
380	Understand advance care planning	3
385	Understand how to provide support when working in end of life care	4
388	Understanding autistic people	1

Total Qualification Time

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

Title and level	GLH	TQT
3095-31 Level 3 Diploma in Adult Care	329	580

2 Centre requirements

Approval

If your Centre is approved to offer the qualification 4222-31 Level 3 Diploma in Health and Social Care (Adults) you will be given automatic approval for the 3095-31 Level 3 Diploma in Adult Care

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

4222-21	Level 2 Diploma in Health & Social Care (Adults)
4229-02	Level 2 Certificate in preparing to work in adult social care
4229-03	Level 3 Certificate in preparing to work in adult social care
4223-11	Level 3 Diploma in Clinical Healthcare Support
4223-14	Level 3 Diploma in Allied Health Profession Support
4223-15	Level 3 Diploma in Maternity and Paediatric Support
4223-16	Level 3 Diploma in Perioperative Support
3101-03	Level 3 Diploma in Mental Health 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 this qualification 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, e.g. the City & Guilds 6317 such as:
the Level 3 Award in Assessing Competence in the Work Environment or

the Level 3 Certificate in Assessing Vocational Achievement or

- 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 Skills for Care Assessment Principles March 2016 on the Skills for Care website:

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/Qualifications/SfCD-Assessment-Principles-March-2016.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:
 - 6317-41 Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice **or**
 - 6317-42 Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice **or**
 - 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.

Learner entry requirements

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

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 this qualification is not approved for learners under 16.

3 Delivering the qualification

Initial assessment and induction

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

- if the candidate has any specific training needs
- support and guidance they may need when working towards their 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 candidate's job role and if appropriate reflect requirements of the Lead Adult Care Worker apprenticeship standard

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

Support materials

The following resources are available for this qualification:

Description	How to access
Candidate logbook	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk

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.

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

Summary of assessment methods

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 of evidence	Mandatory unit log book download from City & Guilds Website
202	Responsibilities of a care worker	Portfolio of evidence	Mandatory unit log book download from City & Guilds Website
301	Promote personal development in care settings	Portfolio of evidence	Mandatory unit logbook download from City & Guilds Website
302	Promote health, safety and well-being in care settings	Portfolio of evidence	Mandatory unit log book download from City & Guilds Website
303	Promote communication in care settings	Portfolio of evidence	Mandatory unit log book download from City & Guilds Website
304	Promote effective handling of information in care settings	Portfolio of evidence	Mandatory unit log book download from City & Guilds Website
305	Duty of care in care settings	Portfolio of evidence	Mandatory unit log book download from City & Guilds Website
306	Promote equality and inclusion in care settings	Portfolio of evidence	Mandatory unit log book download from City & Guilds Website
307	Promote person-centred approaches in care settings	Portfolio of evidence	Mandatory unit log book download from City & Guilds Website
Optional units	Refers to all units from the optional unit group	Portfolio of evidence	Units in the Qualification Handbook

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

Assessment strategy

Level 3 Diploma in Adult 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 to be able to be awarded the qualification.

The qualification/units must be assessed in line with the Skills for Care and Development Assessment Principles, which are published on the Skills for Care website:

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/Qualifications/SfCD-Assessment-Principles-March-2016.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.

There will be a combination of assessment methods for this qualification. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged. Direct observation of candidate's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence. Simulation is not permitted for any of the units within this qualification.

Assessment decisions for skills based learning outcomes (e.g. those beginning with 'be able to') must be made in a real work environment by an occupationally competent assessor. Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment, but the final assessment decision must show application of knowledge within the real work environment.

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

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

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

An expert witness must:

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

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.

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)
- Learning outcomes, which are comprised of a number of assessment criteria
- Range

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

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

Unit 201

Safeguarding and protection in care settings

UAN:	Y/615/7756
Unit level:	Level 2
Credit value:	3
GLH:	26
Unit aim:	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 e.g. Adult, children and young people's health settings and adult care settings.
Relationship to NOS:	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:** 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:** 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

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:** 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:** include:

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

(AC5.1) **Active participation:** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Learning outcome

The learner will:

- 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:** may include:

- poor working practices
- resource difficulties
- operational difficulties

(AC6.1) **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

UAN:	J/615/7946
Unit level:	Level 2
Credit value:	2
GLH:	16
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.
Relationship to NOS:	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:** e.g., 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:** include policies and procedures where these exist; they may be less formally documented with micro-employers.

(AC2.4) **Individuals:** 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:** 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 213

Support independence in the tasks of daily living

UAN:	J/615/8188
Unit level:	Level 2
Credit value:	5
GLH:	37
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas.
Relationship to NOS:	SCDHSC0027 Support individuals in their daily living

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

(AC1.2) **Active participation:** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as

possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

(AC2.1) **Care plan:** may have 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.

(AC2.2) **Others:** may include family, friends, advocate or line-manager.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences
 - 3.2 support the individual to store food safely
 - 3.3 support the individual to prepare food in a way that promotes active participation and safety
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 220

Contribute to monitoring the health of individuals affected by health conditions

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

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:** may include aspects that affect:

- Physical health
- Psychological well-being

(AC1.2) **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:** 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:** 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

UAN:	R/615/8159
Unit level:	Level 2
Credit value:	2
GLH:	13
Unit aim:	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.
Relationship to NOS:	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 222

Understand how to support people with learning disabilities as they grow older

Unit level:	Level 2
Credit value:	1
GLH:	11
Unit aim:	This unit is aimed at learners who wish to extend their knowledge to cover understanding challenges and support available to people with learning disabilities.
Relationship to NOS:	Mapped to: <ul style="list-style-type: none">- Skills for Care Core Capability Frameworks for Supporting Autistic People and/or People with a learning disability- DHSC Right to be heard – mandatory learning disability and autism training for health and social care staff

Learning outcome

The learner will:

- 1 understand health challenges that individuals with learning disabilities may face as they grow older

Assessment criteria

The learner can:

- 1.1 describe health challenges that individuals with learning disabilities may face as they grow older
- 1.2 outline ways of managing health challenges that may face individuals with learning disabilities as they grow older
- 1.3 explain ways of adapting support to meet the identified needs of an individual with learning disabilities as they grow older

Assessment guidance

Health challenges: may relate to any health issues that affect adults as they move through their life cycle. These may include

- physical challenges

- mental health challenges
 - emotional challenges
-

Learning outcome

The learner will:

- 2 understand how to support individuals and others to access services and support as they grow older

Assessment criteria

The learner can:

- 2.1 identify support services available to individuals with learning disabilities as they grow older
 - 2.2 explain how to access a range of support services for individuals with learning disabilities as they grow older.
 - 2.3 describe how to enable others to provide care for an individual with learning disabilities as they grow older by:
 - 2.3 a understanding the needs of an individual
 - 2.3 b accessing available services and support
-

Assessment guidance

Others: may include family, friends, carers, other practitioners

Learning outcome

The learner will:

- 3 understand how grief and loss can impact on individuals with learning disabilities.

Assessment criteria

The learner can:

- 3.1 describe behaviours that may indicate an individual is experiencing feelings of grief or loss
 - 3.2 outline ways of discussing grief and loss with individuals who have learning disabilities
 - 3.3 outline ways of discussing death and dying with an individual who has learning disabilities.
-

Assessment guidance

Death: may include the individual with learning difficulties impending death, death of a friend, family member or pet

Unit 228

Support individuals to eat and drink

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

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

Range

(AC1.2) **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.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 identify support an individual requires when eating and drinking
 - 2.2 apply standard precautions for infection control
 - 2.3 support the individual to prepare to eat and drink
 - 2.4 provide suitable utensils to assist the individual to eat and drink
-

Learning outcome

The learner will:

- 3 be able to provide support for eating and drinking

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 4 be able to clear away after eating and drinking

Assessment criteria

The learner can:

- 4.1 explain why it is important to be sure that an individual has finished eating and drinking before clearing away
 - 4.2 confirm that the individual has finished eating and drinking
 - 4.3 clear away used crockery and utensils in a way that promotes active participation
-

- 4.4 support the individual to wash their hands and make themselves clean and tidy after eating and drinking
 - 4.5 store or dispose any left-over food and drink
-

Range

(AC4.3) **Active participation:** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Learning outcome

The learner will:

- 5 be able to monitor eating and drinking and the support provided

Assessment criteria

The learner can:

- 5.1 explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter
- 5.2 monitor, record and report:
 - 5.2 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 231

Contribute to the care of a deceased person

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

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

Range

(AC1.1) **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 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

Range

(AC3.1) **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:** 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

UAN:	L/615/8189
Unit level:	Level 2
Credit value:	4
GLH:	30
Unit aim:	This unit covers providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.
Relationship to NOS:	CHS5

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 3 be able to follow the agreed care plan

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 5 be able to prepare to undertake pressure area care
-

Assessment criteria

The learner can:

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

Range

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

Learning outcome

The learner will:

- 6 be able to undertake pressure area care

Assessment criteria

The learner can:

- 6.1 carry out pressure area care procedure in a way that:
 - 6.1 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
-

Range

(AC6.1) **Active participation:** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 237

Support individuals to carry out their own health care procedures

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

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

Range

(AC1.1) **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 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:** 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:** 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 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

UAN:	A/615/7877
Unit level:	Level 2
Credit value:	3
GLH:	20
Unit aim:	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
Relationship to NOS:	SCDHSC0420, GEN46

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

Range

- (AC1.1) **Different activities:** need to be covered and learners must provide at least two examples
(AC1.2) **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 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:** 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:** 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 contribute to the review and revision of support for leisure activities
-

Assessment criteria

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

UAN:	F/615/7878
Unit level:	Level 2
Credit value:	2
GLH:	16
Unit aim:	This unit covers the skills required to support individuals with their personal care needs. It includes monitoring and reporting on the personal care of individuals
Relationship to NOS:	SCDHSC0218

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

(AC1.1) **Preferences:** may be based on:

- beliefs
- values
- culture

Learning outcome

The learner will:

- 2 be able to provide support for personal care

Assessment criteria

The learner can:

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

Range

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

Learning outcome

The learner will:

- 3 be able to support individuals to use the toilet

Assessment criteria

The learner can:

- 3.1 provide support for the individual to use toilet facilities in ways that respect dignity
- 3.2 support the individual to make themselves clean and tidy after using toilet facilities
- 3.3 support the individual to wash their 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:** may include:

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

Unit 244

Move and position individuals in accordance with their care plan

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

- 4.5 describe the aids and equipment that may be used for moving and positioning
 - 4.6 use equipment to maintain the individual in the appropriate position
 - 4.7 encourage the individual's active participation in the manoeuvre
 - 4.8 monitor the individual throughout the activity
 - 4.9 record and report the activity noting when the next positioning manoeuvre is due
-

Range

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

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

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

(AC4.7) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 245

Support individuals to manage continence

UAN:	T/615/7943
Unit level:	Level 2
Credit value:	3
GLH:	19
Unit aim:	This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support 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
Relationship to NOS:	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:** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

(AC1.2) **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:** 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:** 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

UAN:	L/615/7947
Unit level:	Level 2
Credit value:	2
GLH:	15
Unit aim:	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
Relationship to NOS:	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** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

(AC3.2) **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:** 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

UAN:	Y/615/7952
Unit level:	Level 2
Credit value:	2
GLH:	9
Unit aim:	The aim of this unit is for the learner to be able to prepare individuals for healthcare activities in a safe and professional manner
Relationship to NOS:	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:** 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 of the requirements of the activity
 - 2.9 explain how to respond to any issue or emergency situation that arises
-

Range

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

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

- beliefs
- values
- culture

(AC2.7) **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** 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

UAN:	H/615/7968
Unit level:	Level 2
Credit value:	2
GLH:	15
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.
Relationship to NOS:	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:** 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:** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 carry out required monitoring activities relating to management of an individual's pain or discomfort
- 3.2 complete records in line with agreed ways of working
- 3.3 report findings and concerns as required

Unit 267

Understanding advocacy

UAN:	Y/615/9507
Unit level:	Level 2
Credit value:	2
GLH:	18
Unit aim:	This unit is designed to introduce health and social care workers to the legal status, purpose and function of different types of advocacy.
Relationship to NOS:	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 270

Contribute to supporting group care activities

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

- Physical
 - Emotional
 - Social
 - Spiritual
 - Cultural
 - Intellectual
-

Learning outcome

The learner will:

- 3 be able to contribute to the implementation of group care activities

Assessment criteria

The learner can:

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

Range

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

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

(AC3.1) **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 273

Safe practice when visiting individuals in their home

UAN:	H/615/9512
Unit level:	Level 2
Credit value:	2
GLH:	14
Unit aim:	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.
Relationship to NOS:	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:** 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:** 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 276

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

UAN:	F/615/9517
Unit level:	Level 2
Credit value:	3
GLH:	21
Unit aim:	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) **Indicated:** 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:** 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:** may include:

- Partner
- Family
- Friends
- Neighbours

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

- 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

UAN:	L/615/9519
Unit level:	Level 2
Credit value:	2
GLH:	18
Unit aim:	The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation and also considers the central place of communication in working with individuals who have learning disabilities.

Learning outcome

The learner will:

- 1 understand the 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
-

Learning Outcome

The learner will:

- 5 understand how to support an individual with profound and multiple disabilities (PMLD)

Assessment criteria

The learner can:

- 5.1 explain the term PMLD
- 5.2 describe the potential impact of PLMD on individuals' lives
- 5.3 outline different communication methods that could be used to support the communication of individuals with PMLD
- 5.4 describe health needs that are likely to affect individuals with PMLD
- 5.5 describe ways of supporting individuals with PMLD to engage in everyday activities

Range

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

people with PMLD, families and carers

Assessment Guidance

PMLD – profound and multiple learning disabilities

Unit 301

Promote personal development in care settings

UAN:	F/615/7749
Unit level:	Level 3
Credit value:	3
GLH:	10
Unit aim:	This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice. Care settings can include adults, children and young people's health settings and care settings.
Relationship to NOS:	SCDHSC0033 Develop your practice through reflection and learning GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness GEN13 Synthesise new knowledge into the development of your own practice

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 work role
- 1.2 explain expectations about own work role as expressed in relevant standards
- 1.3 describe how to work effectively with others

Range

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

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

(AC1.3) **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:

- 2 be able to reflect on practice

Assessment criteria

The learner can:

- 2.1 explain the importance of reflective practice in continuously improving the quality of service provided
 - 2.2 reflect on practice to improve the quality of the service provided
 - 2.3 describe how own values, belief systems and experiences may affect working practice
-

Learning outcome

The learner will:

- 3 be able to evaluate own performance

Assessment criteria

The learner can:

- 3.1 evaluate own knowledge, performance and understanding against relevant standards
 - 3.2 use feedback to evaluate own performance and inform development
-

Learning outcome

The learner will:

- 4 be able to agree a personal development plan

Assessment criteria

The learner can:

- 4.1 identify sources of support for planning and reviewing own development
 - 4.2 work with others to review and prioritise own learning needs, professional interests and development opportunities
 - 4.3 work with others to agree own personal development plan
-

Range

(AC4.1) **Sources of support:** may include

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

(AC4.3) **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.

Learning outcome

The learner will:

- 5 be able to use learning opportunities and reflective practice to contribute to personal development

Assessment criteria

The learner can:

- 5.1 evaluate how learning activities have affected practice
- 5.2 explain how reflective practice has led to improved ways of working
- 5.3 explain why continuing professional development is important
- 5.4 record progress in relation to personal development
-

Range

(AC5.3) **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.

Unit 302

Promote health, safety and well-being in care settings

UAN:	L/615/7883
Unit level:	Level 3
Credit value:	6
GLH:	45
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health, safety and well-being in their work setting.
Relationship to NOS:	SCDHSC0032 Promote health, safety and security in the work setting. Infection Prevention and Control NOS: IPC2, IPC4, IPC6.

Learning outcome

The learner will:

- 1 understand own responsibilities, and the responsibilities of others, relating to health and safety

Assessment criteria

The learner can:

- 1.1 identify legislation relating to health and safety in a care setting
- 1.2 explain the main points of health and safety policies and procedures agreed with the employer
- 1.3 analyse 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 specific tasks in the work setting that should not be carried out without special training

Range

(AC1.1) **Care setting:** may include health, adult care or children and young people's settings.

(AC1.2) **Policies and procedures:** may include other agreed ways of working as well as formal policies and procedures.

(AC1.3) **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:** 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 preparation

Learning outcome

The learner will:

2 be able to carry out own responsibilities for health and safety

Assessment criteria

The learner can:

- 2.1 Use policies and procedures or other agreed ways of working that relate to health and safety
- 2.2 support others' understanding of health and safety and follow agreed safe practices
- 2.3 monitor potential health and safety risks
- 2.4 use risk assessment in relation to health and safety
- 2.5 minimise potential risks and hazards
- 2.6 access additional support or information relating to health and safety

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 illness that may occur in own work setting
- 3.2 explain 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 role in supporting others to follow practices that reduce the spread of infection
- 4.2 describe the causes and spread of infection
- 4.3 demonstrate the use of personal protective equipment (PPE)
- 4.4 wash hands using the recommended method
- 4.5 demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work

Range

(AC4.3) 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 other objects safely

Assessment criteria

The learner can:

- 5.1 explain the main points of legislation that relate to moving and handling
- 5.2 explain the principles for safe moving and handling
- 5.3 move and handle equipment and other objects safely

Learning outcome

The learner will:

- 6 be able to handle hazardous substances and materials

Assessment criteria

The learner can:

- 6.1 describe types of hazardous substances that may be found in the work setting

- 6.2 use safe practices when:
 - 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 be able 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 demonstrate measures that prevent fires from starting
 - 7.3 explain emergency procedures to be followed in the event of a fire in the work setting
 - 7.4 ensure clear evacuation routes are maintained at all times
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 8.1 follow agreed procedures for checking the identity of anyone requesting access to:
 - 8.1 a premises
 - 8.1 b information
 - 8.2 use measures to protect own security and the security of others in the work setting
 - 8.3 explain the importance of ensuring that others are aware of own whereabouts
-

Learning outcome

The learner will:

- 9 know how to manage stress

Assessment criteria

The learner can:

- 9.1 describe common signs and indicators of stress in self and others
 - 9.2 analyse factors that can trigger stress
 - 9.3 compare strategies for managing stress in self and others
 - 9.4 explain how to access sources of support
-

Range

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

(AC9.4) **Sources of support:** may include:

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

Unit 303

Promote communication in care settings

UAN:	M/615/7939
Unit level:	Level 3
Credit value:	3
GLH:	25
Unit aim:	This unit is aimed at those who work in care settings or with children or young people in a wide range of settings. The unit is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.
Relationship to NOS:	SCDHSC0031 Promote effective communication

Learning outcome

The learner will:

- 1 understand why effective communication is important in the work setting

Assessment criteria

The learner can:

- 1.1 identify the different reasons people communicate
- 1.2 explain how communication affects relationships in the work setting
- 1.3 explain ways to manage challenging situations

Range

(AC1.2) **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 meet the communication and language needs, wishes and preferences of individuals

Assessment criteria

The learner can:

- 2.1 demonstrate how to establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of the interaction
- 2.2 describe the factors to consider when promoting effective communication
- 2.3 demonstrate a range of communication methods and styles to meet individual needs
- 2.4 demonstrate how to respond to an individual's reactions when communicating

Range

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

- Beliefs
- Values
- Culture

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

(AC2.3) **Communication methods:** may include:

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

Learning outcome

The learner will:

- 3 be able to overcome barriers to communication

Assessment criteria

The learner can:

- 3.1 explain how people from different backgrounds may use and/ or interpret communication methods in different ways
- 3.2 identify barriers to effective communication
- 3.3 demonstrate ways to overcome barriers to communication

- 3.4 demonstrate how to use strategies that can be used to clarify misunderstandings
 - 3.5 explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours
 - 3.6 explain how to access extra support or services to enable individuals to communicate effectively
 - 3.7 explain the purposes and principles of independent advocacy
 - 3.8 explain when to involve an advocate and how to access advocacy services
-

Range

(AC3.6) **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

Assessment criteria

The learner can:

- 4.1 explain the meaning of the term confidentiality
- 4.2 demonstrate ways to maintain and promote confidentiality in day-to-day communication
- 4.3 describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

Unit 304

Promote effective handling of information in care settings

UAN:	Y/615/7949
Unit level:	Level 3
Credit value:	2
GLH:	16
Unit aim:	This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.
Relationship to NOS:	SCDHSC31

Learning outcome

The learner will:

- 1 understand requirements for handling information in care settings

Assessment criteria

The learner can:

- 1.1 identify legislation and codes of practice that relate to handling information in care settings
- 1.2 summarise the main points of legal requirements and codes of practice for handling information in care settings

Range

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

Learning outcome

The learner will:

- 2 be able to implement good practice in handling information

Assessment criteria

The learner can:

- 2.1 describe features of manual and electronic information storage systems that help ensure security
 - 2.2 demonstrate practices that ensure security when storing and accessing information
 - 2.3 maintain records that are up to date, complete, accurate and legible
 - 2.4 support audit processes in line with own role and responsibilities
-

Learning outcome

The learner will:

- 3 be able to support others to handle information

Assessment criteria

The learner can:

- 3.1 support others to understand the need for secure handling of information
 - 3.2 support others to understand and contribute to records
-

Range

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

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

Unit 305

Duty of care in care settings

UAN:	Y/615/8163
Unit level:	Level 3
Credit value:	1
GLH:	8
Unit aim:	This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.
Relationship to NOS:	SCDHSC0023 Develop your own knowledge and practice SCDHSC0024 Support the safeguarding of individuals SCDHSC0227 Contribute to working in partnership with carers SCDHSC0034 Promote the safeguarding of children and young people SCDHSC0035 Promote the safeguarding of individuals

Learning outcome

The learner will:

- 1 understand how duty of care contributes to safe practice

Assessment criteria

The learner can:

- 1.1 explain what it means to have a duty of care in own work role
- 1.2 explain how duty of care relates to duty of candour
- 1.3 explain how duty of care contributes to the safeguarding or protection of individuals

Range

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

Learning outcome

The learner will:

- 2 know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

Assessment criteria

The learner can:

- 2.1 describe conflicts or dilemmas that may arise between the duty of care and an individual's rights
 - 2.2 describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
 - 2.3 explain where to get additional support and advice about conflicts and dilemmas
-

Learning outcome

The learner will:

- 3 know how to respond to complaints

Assessment criteria

The learner can:

- 3.1 describe how to respond to complaints
 - 3.2 explain policies and procedures relating to the handling of complaints
-

Range

(AC3.2) **Policies and procedures:** may include other agreed ways of working as well as formal policies and procedures.

Unit 306

Promote equality and inclusion in care settings

UAN:	A/615/8205
Unit level:	Level 3
Credit value:	2
GLH:	18
Unit aim:	This unit is aimed at those who work in in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.
Relationship to NOS:	SCDHSC3111 Promote the rights and diversity of individuals

Learning outcome

The learner will:

- 1 understand the importance of diversity, 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 the effects of discrimination
- 1.3 explain how inclusive practice promotes equality and supports diversity

Range

(AC1.2) **Effects:** may include effects on:

- The individual
- Families or friends of the individual
- Those who inflict discrimination
- Wider society

Learning outcome

The learner will:

- 2 be able to work in an inclusive way

Assessment criteria

The learner can:

- 2.1 explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role
- 2.2 work with individuals in a way that respects their beliefs, culture, values and preferences

Range

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

(AC2.2) **Preferences:** may be based on:

- beliefs
- values
- culture

Learning outcome

The learner will:

- 3 be able to promote diversity, equality and inclusion

Assessment criteria

The learner can:

- 3.1 model inclusive practice
- 3.2 support others to promote equality and rights
- 3.3 describe how to challenge discrimination in a way that promotes change

Range

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

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

Unit 307

Promote person-centred approaches in care settings

UAN:	J/615/8210
Unit level:	Level 3
Credit value:	6
GLH:	39
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.
Relationship to NOS:	SCDHSC0035 Promote the safeguarding of individuals SCDHSC0332 Promote individuals' positive self-esteem and sense of identity SCDHSC0350 Support the spiritual well-being of individuals SCDHSC0034 Promote the safeguarding of children and young people SCDHSC3111 Promote the rights and diversity of individuals GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness.

Learning outcome

The learner will:

- 1 understand how to promote the application of person-centred approaches in care settings

Assessment criteria

The learner can:

- 1.1 explain how and why person-centred values must influence all aspects of health and adult care work
- 1.2 evaluate the use of care plans in applying person-centred values
- 1.3 explain how to collate and analyse feedback to support the delivery of person centred care in line with roles and responsibilities

Range

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

- Individuality

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

(AC1.2) **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 work with an individual and others to find out the individual's history, preferences, wishes and needs
- 2.2 demonstrate ways to put person centred values into practice in a complex or sensitive situation
- 2.3 adapt actions and approaches in response to an individual's changing needs or preferences

Range

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

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

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

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

- beliefs
- values
- culture

(AC2.2) **Complex or sensitive:** may include those that are:

- Distressing or traumatic

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 analyse factors that influence the capacity of an individual to express consent
 - 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.

Learning outcome

The learner will:

- 4 be able to implement and promote active participation

Assessment criteria

The learner can:

- 4.1 describe different ways of applying active participation to meet individual needs
 - 4.2 work with an individual and others to agree how active participation will be implemented
 - 4.3 demonstrate how active participation can address the holistic needs of an individual
 - 4.4 demonstrate ways to promote understanding and use of active participation
-

Range

(AC4.3) **Active participation:** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; 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 own role and authority to support the individual's right to make choices
- 5.3 manage risk in a way that maintains the individual's right to make choices
- 5.4 describe how to support an individual to question or challenge decisions concerning them that are made by others

Learning outcome

The learner will:

- 6 be able to promote individuals' well-being

Assessment criteria

The learner can:

- 6.1 explain the links between identity, self-image and self-esteem
- 6.2 analyse factors that contribute to the well-being of individuals
- 6.3 support an individual in a way that promotes their sense of identity, self-image and self-esteem
- 6.4 demonstrate ways to contribute to an environment that promotes well-being

Range

(AC6.2) **Well-being:** may include aspects that are:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 7.1 compare different uses of risk-assessment in care settings
- 7.2 explain how risk-taking and risk-assessment relate to rights and responsibilities
- 7.3 explain why risk-assessments need to be regularly revised

Unit 309

Understand mental health problems

UAN:	M/615/8282
Unit level:	Level 3
Credit value:	3
GLH:	16
Unit aim:	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.
Relationship to NOS:	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

Range

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

(AC2.2, **Effects:** Assessment criteria 2.2 and 2.3 should cover:

- AC2.3)
- psychological and emotional impacts
 - behaviour
 - physical health
 - practical and financial impacts
 - the impact of using services
 - social exclusion
 - positive impacts

Unit 310

Work with individuals who have specific communication needs

UAN:	H/615/9526
Unit level:	Level 3
Credit value:	4
GLH:	20
Unit aim:	This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of specific methods and aids to promote communication with all adults including those with learning disabilities and those on the Autistic Spectrum
Relationship to NOS:	SCDHSC0369,0370

Learning outcome

The learner will:

- 1 understand specific communication needs and factors affecting them

Assessment criteria

The learner can:

- 1.1 describe a range of conditions that may affect the way in which an individual communicates
- 1.2 evaluate how own behaviour impacts on communication with an individual who has specific communication needs
- 1.3 analyse features of the environment that may help or hinder communication
- 1.4 explain reasons why an individual may use a form of communication that is not based on a formal language system
- 1.5 describe a range of communication methods and aids to support individuals to communicate
- 1.6 describe the potential effects on an individual of having unmet communication needs
- 1.7 describe **inclusive communication** approaches

Range

(AC1.5) **Aids:** may include:

- Technical aids
- Human aids

(AC1.7) **Inclusive communication-** easy access to information that is simple to understand.

Learning outcome

The learner will:

- 2 be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them

Assessment criteria

The learner can:

- 2.1 work in partnership with the individual and others to identify the individual's specific communication needs
 - 2.2 contribute to identifying the communication methods or aids that will best suit the individual
 - 2.3 explain how and when to access information and support about identifying and addressing specific communication needs
-

Learning outcome

The learner will:

- 3 be able to interact with individuals using their preferred communication

Assessment criteria

The learner can:

- 3.1 prepare the environment to facilitate communication
 - 3.2 use agreed methods of communication to interact with the individual
 - 3.3 monitor the individual's responses during and after the interaction to check the effectiveness of communication
 - 3.4 adapt own practice to improve communication with the individual
 - 3.5 demonstrate how to support individuals with non-verbal communication
-

Learning outcome

The learner will:

- 4 be able to promote communication between individuals and others
-

Assessment criteria

The learner can:

- 4.1 support the individual to develop communication methods that will help them to understand others and be understood by them
 - 4.2 provide opportunities for the individual to communicate with others
 - 4.3 support others to understand and interpret the individual's communication
 - 4.4 support others to be understood by the individual by use of agreed communication methods
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 5.1 identify specialist services relating to communication technology and aids
 - 5.2 describe types of support that an individual may need in order to use communication technology and aids
 - 5.3 explain the importance of ensuring that communication equipment is correctly set up and working properly
 - 5.4 explain how **person-centred tools** can aid communication
-

Range

(AC5.4) **person-centred tools** may include:

- Communication passports
 - Communication charts
 - Decision making charts
 - Picture Exchange Communication System (PECS)
 - Talking Mats
 - Memory Boxes
-

Learning outcome

The learner will:

- 6 be able to review an individual's communication needs and the support provided to address them

Assessment criteria

The learner can:

- 6.1 record information about an individual's communication and the support provided
 - 6.2 contribute to evaluating the effectiveness of agreed methods of communication and support provided
 - 6.3 work with the individual and others to identify ways to support the continued development of communication
-

Range

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

- Observations
- Records
- Feedback from the individual and others

Unit 311

Understand mental well-being and mental health promotion

UAN:	H/615/7890
Unit level:	Level 3
Credit value:	3
GLH:	20
Unit aim:	This unit aims to provide the learner with an understanding of the key concepts of mental well-being, mental health and mental health promotion. It focuses on the range of factors that can influence mental well-being and how to effectively promote mental well-being and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.
Relationship to NOS:	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

Assessment Guidance

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

Range

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

(AC1.3) **Protective factors:** Including socially valued roles, social support and contact.

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 312

Understand sensory loss

UAN:	M/615/9528
Unit level:	Level 3
Credit value:	3
GLH:	21
Unit aim:	The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss.
Relationship to NOS:	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

Assessment criteria

The learner can:

- 1.1 analyse how a range of factors can impact on individuals with sensory loss
- 1.2 describe how societal attitudes and beliefs impact on individuals with sensory loss
- 1.3 explain how a range of factors, societal attitudes and beliefs impact on service provision for individuals with sensory loss

Range

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

- Communication
- Information
- Familiar layouts and routines
- Mobility

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

- AC 1.3)
- Sight loss
 - Hearing loss
 - Deaf blindness

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 explain methods of communication that might be used by individuals with:
 - 2.1 a sight loss
 - 2.1 b hearing loss
 - 2.1 c deafblindness
- 2.2 describe how the environment can facilitate effective communication for people with sensory loss
- 2.3 explain how effective communication may have a positive impact on lives on individuals with sensory loss

Learning outcome

The learner will:

- 3 understand the main causes and conditions of sensory loss

Assessment criteria

The learner can:

- 3.1 describe the main causes of sensory loss
- 3.2 define congenital sensory loss and acquired sensory loss
- 3.3 identify the demographic factors that influence the incidence of sensory loss in the population

Learning outcome

The learner will:

- 4 know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken

Assessment criteria

The learner can:

- 4.1 identify the indicators and signs of:
 - 4.1 a sight loss
 - 4.1 b hearing loss

- 4.1 c deafblindness
- 4.2 explain actions that should be taken if there are concerns about the onset of sensory loss or changes in sensory status
- 4.3 identify sources of support for those who may be experiencing onset of sensory loss

Unit 313

Promote effective communication with individuals with sensory loss

UAN:	T/615/9529
Unit level:	Level 3
Credit value:	4
GLH:	30
Unit aim:	The purpose of this unit is to provide the learner with knowledge and skills required to support effective communication with individuals with sensory loss.
Relationship to NOS:	Sensory Services 4, 5, 6, 7, 8, 9, 11.

Learning outcome

The learner will:

- 1 understand the importance of effective two way communication

Assessment criteria

The learner can:

- 1.1 identify the features of two way communication
- 1.2 explain why two way communication is important for individuals with sensory loss
- 1.3 explain how own role can impact on the dynamics of two way communication with individuals with sensory loss

Range

(AC1.3) **Sensory loss:** could include:

- Sight loss
- Hearing loss
- Deafblindness

Learning outcome

The learner will:

- 2 understand different methods that can support communication with individuals with sensory loss

Assessment criteria

The learner can:

- 2.1 describe the different methods that are used to support communication with individuals with sensory loss
 - 2.2 identify the characteristics of communication that is not based on formal language systems
-

Learning outcome

The learner will:

- 3 be able to support the individual with communication

Assessment criteria

The learner can:

- 3.1 agree with an individual and/or others preferred methods of communication
 - 3.2 prepare the environment to facilitate effective communication
 - 3.3 use agreed methods of communication with an individual
 - 3.4 check the effectiveness of communication with the individual throughout the interaction
-

Learning outcome

The learner will:

- 4 be able to evaluate the effectiveness of methods of communication used to support an individual with sensory loss

Assessment criteria

The learner can:

- 4.1 evaluate the effectiveness of the use of agreed methods of communication with an individual and/or others
 - 4.2 contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills
 - 4.3 make suggestions to improve the use of agreed methods of communication to individuals and/or others
 - 4.4 reflect on own practice on the use of agreed methods of communication
 - 4.5 adapt own practice to meet the needs of the individual
-

Unit 314

Undertake physiological measurements

UAN:	A/615/8172
Unit level:	Level 3
Credit value:	3
GLH:	23
Unit aim:	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.
Relationship to NOS:	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:** 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** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

(AC3.7) **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 315

Communicate with individuals about promoting their health and well-being

UAN:	M/615/7827
Unit level:	Level 3
Credit value:	3
GLH:	15
Unit aim:	The unit introduces the concepts of health and well-being and the ways of communicating key messages to individuals. in order to support them with choices they could make to improve their health and well-being.
Relationship to NOS:	HT2

Learning outcome

The learner will:

- 1 know how to analyse concepts of health and well-being

Assessment criteria

The learner can:

- 1.1 explain the terms 'health and well-being'
- 1.2 define the term 'lifestyle'
- 1.3 explain the links between lifestyle and health and well-being

Learning outcome

The learner will:

- 2 understand factors influencing health and well-being

Assessment criteria

The learner can:

- 2.1 identify the factors influencing individual's health and well-being
- 2.2 identify wider determinants of health and well-being

- 2.3 understand and communicate key health promotion messages and the benefits of making lifestyle changes
 - 2.4 identify agencies and others who might be able to help individuals to improve their health and well-being
-

Range

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

(AC2.4) **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 communicate appropriately with individuals and others

Assessment criteria

The learner can:

- 3.1 Select and use ways to communicate appropriately with individuals and others
 - 3.2 Encourage an open and frank exchange of views
 - 3.3 Identify barriers to communication
 - 3.4 Use appropriate methods to reduce barriers to communications
 - 3.5 Acknowledge individuals' right to make their own decisions
 - 3.6 Support individuals and others to make their own decisions
-

Learning outcome

The learner will:

- 4 be able to encourage individuals to address issues relating to their health and well-being

Assessment criteria

The learner can:

- 4.1 raise individuals' awareness of the key issues relating to their health and well-being
 - 4.2 describe a range of approaches that apply to promoting health and well-being
 - 4.3 use a range of methods for providing information on health and well-being
 - 4.4 help individual and other identify factors affecting their health and well-being
 - 4.5 explore individuals' knowledge and beliefs about health and well-being
-

- 4.6 encourage individuals and others to take responsibility for changing their behaviour
- 4.7 help individuals and others to access reliable and up-to-date information and advice
- 4.8 help individuals and others access appropriate support

Unit 316

Assist and support individuals to use alternative and augmentative communication systems (AAC)

UAN:	K/615/8152
Unit level:	Level 3
Credit value:	5
GLH:	35
Unit aim:	This unit is aimed at those who assist and support individuals who use alternative and augmentative communication (AAC) systems. It will provide learners with the opportunity to develop knowledge, understanding and skills required to prepare resources and equipment for individuals and to assist and support an individual's active participation in using AAC systems to communicate.
Relationship to NOS:	CHS155

Learning outcome

The learner will:

- 1 understand current legislation, national guidelines, policies, protocols and good practice related to assisting and supporting individuals to use alternative and augmentative communication (AAC) systems

Assessment criteria

The learner can:

- 1.1 summarise current legislation, national guidelines, policies, protocols and good practice guidelines for assisting and supporting individuals to use systems
- 1.2 explain own responsibilities and accountability in relation to local policy and protocol for systems

Range

(AC1.1) **Individual:** may be adults, children, young people or older people

(AC1.1) **Alternative and Augmentative Communications (AAC) systems:** are augmentative communication systems and include the supplementary or alternative ways in which

individuals communicate such as gestures, signs and symbols, and voice output communication aids

Learning outcome

The learner will:

- 2 understand how to assist and support the use of AAC systems

Assessment criteria

The learner can:

- 2.1 explain how AAC systems work
 - 2.2 explain how to deal with defects and problems to ensure functionality of equipment
 - 2.3 describe how to manage mobility issues in individuals using communication systems
 - 2.4 identify issues which may affect the physical comfort of individuals using communication systems
-

Learning outcome

The learner will:

- 3 understand how AAC systems support the needs of individuals

Assessment criteria

The learner can:

- 3.1 describe how the use of AAC systems can support an individual with particular medical and physical conditions
 - 3.2 describe how the use of AAC systems affect interaction patterns
 - 3.3 compare the use of objects, signs, symbols, written and spoken language in communication systems
 - 3.4 compare the cognitive and symbolic development and speech and language development of a group of individuals
-

Learning outcome

The learner will:

- 4 be able to prepare AAC equipment for individuals to use

Assessment criteria

The learner can:

- 4.1 establish the type of AAC system used by the individual prior to making contact with them
-

- 4.2 prepare resources and equipment safely, referring to the Speech and Language Therapist where necessary
- 4.3 set out equipment and furniture according to health and safety procedures and guidelines
-

Range

(AC4.2) **Resources and equipment:** include those:

- commercially available
 - prepared by the worker
 - required for speech and language therapy, including equipment, materials, environment and activities
-

Learning outcome

The learner will:

- 5 be able to assist and support individuals to use AAC systems

Assessment criteria

The learner can:

- 5.1 gain valid consent from the individual, or a third party where the individual is not in a position to provide this consent independently
- 5.2 position the individual and self comfortably to enable the individual to access the system
- 5.3 support the individual's active participation in the communication process
- 5.4 use appropriate signs and symbols to communicate with the individual
- 5.5 use the AAC system in line with local policy and protocol to communicate with the individual
- 5.6 support others to communicate with individuals using AAC systems
-

Range

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

(AC5.3) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

(AC5.6) **Others** may include:

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

Unit 318

Coordinate the progress of individuals through care pathways

UAN:	A/615/7782
Unit level:	Level 3
Credit value:	4
GLH:	10
Unit aim:	This unit is about coordinating the effective management of individuals through care or patient pathways. Pathways are determined by the specific needs of the individual and their condition.
Relationship to NOS:	GEN79

Learning outcome

The learner will:

- 1 understand current legislation, national guidelines, policies, protocols and good practice guidelines in relation to coordinating the progress of individuals through care pathways

Assessment criteria

The learner can:

- 1.1 summarise current legislation, national guidelines, policies, protocols and good practice guidelines in relation to the coordination of the progress of individuals through care pathways in relation to own role
- 1.2 explain own and others' roles and responsibilities in the delivery of care pathways
- 1.3 explain why and when individuals' priorities are reviewed
- 1.4 describe the protocols for prioritising care and treatment in relation to own role

Range

(AC1.1, **Care pathways:** Represents every aspect of the individual's care from their initial AC1.2.) presentation through to the successful resolution of their health care needs, their discharge or their death.

(AC1.3) **Individuals:** 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 the coordination of individuals through care pathways

Assessment criteria

The learner can:

- 2.1 describe the stages of an individual's care pathway
 - 2.2 describe ways in which individuals accessing services can be managed and optimised
 - 2.3 describe ways to maintain individual safety when supporting the operation of care pathways
 - 2.4 identify the resources required for supporting individuals through care pathways
 - 2.5 identify any actions required to overcome any identified problems
-

Range

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

- people/ practitioners
 - physical resources
 - services and facilities
-

Learning outcome

The learner will:

- 3 be able to coordinate the progress of individuals through care pathways

Assessment criteria

The learner can:

- 3.1 communicate accurate information regarding the individual, their needs and treatment when the individual is transferred to the care of colleagues, other departments or services
 - 3.2 identify actions required when there is deviation from the planned pathway within scope of own role
 - 3.3 update records, store and share documentation and information in line with local policy and protocol
 - 3.4 coordinate aspects of the care pathway in line with local policy and protocol and within scope of own role
 - 3.5 assess issues that arise as an individual moves through the care pathway
-

Unit 319

Understand person-centred thinking and planning

UAN:	A/615/9533
Unit level:	Level 3
Credit value:	3
GLH:	20
Unit aim:	This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews.
Relationship to NOS:	NOS HSC 0036

Learning outcome

The learner will:

- 1 understand the principles and practice of person-centred thinking, planning and reviews

Assessment criteria

The learner can:

- 1.1 explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning
- 1.2 explain the benefits of using person-centred thinking with individuals
- 1.3 explain the beliefs and values on which person-centred thinking and planning is based
- 1.4 explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning
- 1.5 explain how person-centred thinking tools can form the basis of a person-centred plan
- 1.6 describe the key features of different styles of person-centred planning and the contexts in which they are most useful
- 1.7 describe examples of person-centred thinking tools, their purpose, how and when each one might be used
- 1.8 explain the different ways that one page profiles are used

Range

(AC1.1) **Person-centred thinking:** tools include:

- Important to/for (recorded as a one page profile)
- Working/Not working
- The doughnut
- Matching staff
- Relationship circle
- Communication charts
- 4 plus 1 questions
- Citizenship tools
- Decision making agreement
- Presence to contribution
- Dreaming.

(AC1.5) **Person-centred plan:** may include an Essential Lifestyle Plan.

Learning outcome

The learner will:

- 2 understand the context within which person-centred thinking and planning takes place

Assessment criteria

The learner can:

- 2.1 interpret current policy, legislation and guidance underpinning person-centred thinking and planning
 - 2.2 analyse the relationship between person-centred planning and the commissioning and delivery of services
 - 2.3 describe how person-centred planning and person-centred reviews influence strategic commissioning
 - 2.4 explain what a person-centred team is
 - 2.5 explain how person-centred thinking can be used within a team
 - 2.6 analyse how to achieve successful implementation of person-centred thinking and planning across an organisation
 - 2.7 describe the role of the manager in implementing person-centred thinking and planning
 - 2.8 explain how this relates to the role of a facilitator
-

Learning outcome

The learner will:

- 3 understand own role in person-centred planning
-

Assessment criteria

The learner can:

- 3.1 explain the range of ways to use person-centred thinking, planning and reviews in own role:
 - 3.1 a with individuals
 - 3.1 b as a team member
 - 3.1 c as part of an organisation
 - 3.2 explain the different person-centred thinking skills required to support individuals
 - 3.3 identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
 - 3.4 describe how challenges in implementing person-centred thinking, planning and reviews might be overcome
-

Learning outcome

The learner will:

- 4 be able to apply person-centred planning in relation to own life

Assessment criteria

The learner can:

- 4.1 demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working
 - 4.2 describe what other person-centred thinking tools would be useful in own life
 - 4.3 evaluate which person-centred thinking tools could be used to think more about own community connections
 - 4.4 evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations
-

Learning outcome

The learner will:

- 5 be able to implement person-centred thinking, planning and reviews

Assessment criteria

The learner can:

- 5.1 demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams
 - 5.2 show that the plan and process are owned by individual
 - 5.3 demonstrate how person-centred thinking tools can be used to develop a person-centred plan
-

- 5.4 use information from a person-centred review to start a person-centred plan
- 5.5 use person-centred thinking to enable individuals to choose those who support them
- 5.6 support the individual and others involved to understand their responsibilities in achieving actions agreed
- 5.7 demonstrate a successful person-centred review

Unit 320

Facilitate person centred assessment, planning, implementation and review

UAN:	J/615/9535
Unit level:	Level 3
Credit value:	3
GLH:	25
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to facilitate person-centred assessment, planning, implementation and review.
Relationship to NOS:	SCDHSC 0328 and SCDHSC0329.

Learning outcome

The learner will:

- 1 understand the principles of person centred assessment and care planning

Assessment criteria

The learner can:

- 1.1 explain the importance of a holistic approach to assessment and planning of care or support
- 1.2 describe ways to support the individual to lead own assessment planning process
- 1.3 explain how the assessment and planning process can be adapted to maximise an individual's ownership and control of it.

Range

(AC1.2) **Individual:** the person requiring care or support. An advocate may act on behalf of an individual.

Learning outcome

The learner will:

- 2 be able to facilitate person-centred assessment

Assessment criteria

The learner can:

- 2.1 establish a partnership approach to assessment with the individual
 - 2.2 establish how the assessment process should be carried out and who else should be involved, with the individual and others
 - 2.3 agree with the individual and others the intended outcomes of the assessment process and care plan
 - 2.4 ensure that assessment takes account of the individual's strengths and aspirations as well as needs
 - 2.5 work with the individual and others to identify requirements and preferences to support their well-being
-

Range

(AC2.3) **Care plan:** may also be known by other names, such as a support plan, individual plan or care delivery plan. It is the document where day to day requirements and preferences for care and support are detailed.

Learning outcome

The learner will:

- 3 be able to contribute to the planning of care or support

Assessment criteria

The learner can:

- 3.1 explain factors which may influence the type and level of care or support to be provided
 - 3.2 work with the individual and others to explore options and resources for delivery of the plan
 - 3.3 contribute to agreement on how component parts of a plan will be delivered and by whom
 - 3.4 record the plan in a suitable format
-

Range

(AC3.1) **Factors:** may include:

- Feasibility of aspirations
- Beliefs, values and preferences of the individual
- Risks associated with achieving outcomes
- Availability of services and other support options

(AC3.2) **Options and resources:** should consider:

- Informal support
 - Formal support
 - Care or support services
 - Community facilities
-

- Financial resources
 - Individual's personal networks
-

Learning outcome

The learner will:

- 4 be able to support the implementation of care plans

Assessment criteria

The learner can:

- 4.1 carry out the plan of care or support within the limits of own role
 - 4.2 lead others to carry out their responsibilities when implementing a plan of care or support
 - 4.3 adjust the plan in response to changing needs or circumstances
-

Learning outcome

The learner will:

- 5 be able to monitor and review care plans

Assessment criteria

The learner can:

- 5.1 agree methods for monitoring the way a care plan is delivered
 - 5.2 collate and record monitoring information from agreed sources and agree any changes
 - 5.3 seek agreement with the individual and others about who should be involved in the review process and the criteria to judge effectiveness of the care plan
 - 5.4 seek feedback from the individual and others about whether the objectives of the plan have been met
 - 5.5 work with the individual and others to agree any revisions to the plan
 - 5.6 document the review process and revisions as required
-

Range

(AC5.5) **Revisions:** may include:

- Closing the plan if all objectives have been met
 - Reducing the level of support to reflect increased independence
 - Increasing the level of support to address unmet needs
 - Changing the type of support
 - Changing the method of delivering support
-

Unit 321

Positive behaviour support in adult care

UAN:	F/616/2479
Unit level:	Level 3
Credit value:	4
GLH:	24
Unit aim:	This unit is designed to enable learners to recognise a range of factors that can influence the way an individual behaves, and the potential consequences of such behaviour. It considers the legal, national and local guidance on managing behaviour that challenges and promoting positive.
Relationship to NOS:	NOS SCDHSC0398

Learning outcome

The learner will:

- 1 understand factors that influence behaviour

Assessment criteria

The learner can:

- 1.1 describe environmental factors that can impact on how an individual behaves
- 1.2 describe a range of personal factors that can impact on how an individual behaves
- 1.3 explain what is meant by the term 'learned behaviour'
- 1.4 explain how behaviours may be misinterpreted
- 1.5 evaluate how own behaviour and approaches might impact on the way individuals behave

Range

(AC1.1) **Environmental factors:** may include:

- The locality
- Noise
- Light level
- Time of day

(AC1.2) **Personal factors:** may include:

- Physical
- Social

- Emotional
 - Cultural
 - Intellectual
-

Learning outcome

The learner will:

- 2 understand behaviour that challenges and the potential effects on working

Assessment criteria

The learner can:

- 2.1 describe behaviours that may be viewed as challenging
 - 2.2 describe the effect on others when an individual behaves in a way that challenges
 - 2.3 evaluate own responses to behaviour that challenges
 - 2.4 explain how person centred approaches can reduce the potential for behaviour that challenges
 - 2.5 explain the difference between proactive and reactive working practices
-

Learning outcome

The learner will:

- 3 understand how legislation, frameworks, policies and codes of practice link to positive behaviour support

Assessment criteria

The learner can:

- 3.1 identify relevant and current legislation, frameworks, policies and codes of practice that relate to promoting positive behaviour
 - 3.2 explain how legislation, frameworks, policies and codes of practice protects individuals in receipt of care:
 - 3.2 a from others whose behaviour may be challenge
 - 3.2 b from the effects of their own behaviour
 - 3.3 explain what is meant by the term 'restrictive practices'
 - 3.4 explain how legislation, frameworks, policies and codes of practice are reflected in organisational procedures
-

Learning outcome

The learner will:

- 4 be able to promote positive behaviour
-

Assessment criteria

The learner can:

- 4.1 contribute to assessment of risk for an individual in receipt of care whose behaviour challenges
 - 4.2 use agreed ways of working to minimise the likelihood of behaviour that challenges
 - 4.3 encourage an individual in receipt of care to manage their behaviour that challenges
 - 4.4 contribute to an environment that supports positive behaviour
 - 4.5 explain the process for reporting and recording behaviour that challenges
 - 4.6 maintain accurate records relating to behaviour that challenges
 - 4.7 support an individual and others to review positive behaviour plans
-

Range

(AC4.7) **Positive behaviour plans:** may include:

- Care plans
- Risk management plans
- Specific positive behaviour plans
- Support plans

Unit 322

Promote positive behaviour

UAN:	L/615/7866
Unit level:	Level 3
Credit value:	6
GLH:	44
Unit aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.
Relationship to NOS:	SCDHSC0398

Learning outcome

The learner will:

- 1 understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

Assessment criteria

The learner can:

- 1.1 explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice

Learning outcome

The learner will:

- 2 be able to promote positive behaviour

Assessment criteria

The learner can:

- 2.1 explain a range of factors associated with challenging behaviours
- 2.2 highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
- 2.3 demonstrate how to model to others best practice in promoting positive behaviour

2.4 evaluate the effectiveness of proactive strategies on promoting positive behaviour

Range

(AC2.2) **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 understand the context and use of proactive and reactive strategies

Assessment criteria

The learner can:

- 3.1 explain the difference between proactive and reactive strategies
 - 3.2 identify the proactive and reactive strategies
 - 3.3 explain the importance of identifying patterns of behaviour or triggers to challenging behaviour
 - 3.4 explain the importance of maintaining a person or child centred approach when using proactive strategies
 - 3.5 explain the importance of reinforcing positive behaviour with individuals
 - 3.6 evaluate the impact of using reactive rather than proactive strategies on an individual's well-being
-

Learning outcome

The learner will:

4 understand the use of restrictive interventions

Assessment criteria

The learner can:

- 4.1 define restrictive interventions
 - 4.2 explain when restrictive interventions may and may not be used
 - 4.3 explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
 - 4.4 describe safeguards that must be in place if restrictive interventions are used
 - 4.5 explain reporting and recording requirements of incidents where restrictive interventions have been used
-

Learning outcome

The learner will:

- 5 be able to respond appropriately to incidents of challenging behaviour

Assessment criteria

The learner can:

- 5.1 identify types of challenging behaviours
- 5.2 respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
- 5.3 explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
- 5.4 complete records following an incident of challenging behaviour

Learning outcome

The learner will:

- 6 be able to support individuals and others following an incident of challenging behaviour

Assessment criteria

The learner can:

- 6.1 support an individual to return to a calm state following an incident of challenging behaviour
- 6.2 describe how to support an individual to reflect on an incident, to include:
 - 6.2 a how they were feeling at the time prior to and directly before the incident
 - 6.2 b their behaviour
 - 6.2 c the consequences of their behaviour
 - 6.2 d how they were feeling after the incident
- 6.3 describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
- 6.4 debrief others involved in an incident of challenging behaviour
- 6.5 describe the steps that should be taken to check for injuries following an incident of challenging behaviour

Range

(AC6.3) **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:

- 7 be able to review and revise approaches to promoting positive behaviour

Assessment criteria

The learner can:

- 7.1 work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour
- 7.2 work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
- 7.3 demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour

Unit 323

Enable individuals to develop strategies to manage their behaviour

UAN:	K/615/8006
Unit level:	Level 3
Credit value:	8
GLH:	41
Unit aim:	This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies.
Relationship to NOS:	SFH110

Learning outcome

The learner will:

- 1 understand legislation, policies and practice in relation to supporting individuals to manage their behaviour

Assessment criteria

The learner can:

- 1.1 describe the relationship between legislation, policy and practice in relation to supporting individuals to manage their behaviour
- 1.2 describe the methods and approaches available to help an individual manage their behaviour

Range

(AC1.1) **Individuals:** 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 the factors that influence behaviour

Assessment criteria

The learner can:

- 2.1 explain how factors relating to the individual can affect behaviour
 - 2.2 describe the potential effects of the environment and the behaviour of others on individuals
-

Learning outcome

The learner will:

- 3 be able to work with individuals to recognise the impact of their behaviour on others

Assessment criteria

The learner can:

- 3.1 describe why it is important to establish a professional relationship
 - 3.2 support the individual and others to recognise their behavioural responses to different situations
 - 3.3 encourage the individual to consider the impact of their behaviour
-

Range

(AC3.2) **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:

- 4 be able to support individuals to develop strategies for managing behavioural responses

Assessment criteria

The learner can:

- 4.1 work with an individual to identify and agree the factors which will motivate them to manage their behaviour
 - 4.2 explain to an individual the positive outcomes of managing behaviours
 - 4.3 support an individual to identify situations and circumstances which trigger specific behavioural responses
 - 4.4 explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to manage
 - 4.5 work with the individual to identify and agree strategies
-

- 4.6 support an individual to develop and practise the agreed strategies
 - 4.7 record the individual's agreement and motivation to manage their behaviour
 - 4.8 list any potential barriers to progress and ways in which these barriers can be overcome
 - 4.9 describe advice and support available
-

Learning outcome

The learner will:

- 5 be able to evaluate and review strategies for managing behavioural responses

Assessment criteria

The learner can:

- 5.1 conduct regular reviews of strategies for managing behavioural responses
- 5.2 assist the individual and others to evaluate the effectiveness of strategies for managing behavioural responses
- 5.3 use the positive outcomes identified through the review process to motivate the individual
- 5.4 give constructive feedback on progress
- 5.5 encourage individuals to find ways in which to sustain the management of their behaviour
- 5.6 record and report on the evaluation and review process
- 5.7 agree actions to be taken

Unit 324

Support positive risk taking for individuals

UAN:	M/615/8007
Unit level:	Level 3
Credit value:	4
GLH:	32
Unit aim:	This unit is aimed at people who are working with individuals where they are promoting positive risk-taking. Although this unit sits in the Mental Health suite, it is appropriate for other care settings as risk-taking is part of everyday life.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 explain ways in which risk is an importance part of everyday life
- 1.2 explain why individuals may have been discouraged or prevented from taking risks
- 1.3 describe the links between risk-taking and responsibility, empowerment and social inclusion

Range

(AC1.2) **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 the importance of a positive, person-centred approach to risk-assessment

Assessment criteria

The learner can:

- 2.1 explain the process of developing a positive, person-centred approach to risk-assessment
 - 2.2 explain how to apply the principles and methods of a person-centred approach to each of the different stages of risk assessment
 - 2.3 explain how a service-focused approach to risk-assessment would differ from a person-centred approach
 - 2.4 identify the consequences for individuals of a service-focused approach to risk assessment
-

Range

(AC2.1) **Person-centred approach:** involves listening, thinking together, coaching, sharing ideas and seeking feedback from the individual

Learning outcome

The learner will:

- 3 understand the framework which underpins an individual's right to make decisions and take risks

Assessment criteria

The learner can:

- 3.1 explain how legislation, national and local policies and guidance provide a framework for decision-making which can support individuals to have control over their own lives
 - 3.2 describe how a human rights based approach supports an individual to make decisions and take risks
-

Learning outcome

The learner will:

- 4 be able to support individuals to make decisions about risks

Assessment criteria

The learner can:

- 4.1 support individuals to recognise potential risk in different areas of their lives
 - 4.2 support individuals to balance choices with their own and others' health, safety and well-being
 - 4.3 describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks
 - 4.4 record all discussions and decisions made when supporting the individual to take risks
-

Learning outcome

The learner will:

- 5 be able to support individuals to take risks

Assessment criteria

The learner can:

- 5.1 complete a risk-assessment with an individual following agreed ways of working
- 5.2 communicate the content of the risk-assessment to relevant others
- 5.3 support the individual to take the risk for which the assessment has been completed
- 5.4 review and revise the risk-assessment with the individual
- 5.5 evaluate with the individual how taking the identified risk has contributed to that individual's well-being

Range

(AC5.2) **Relevant others** may include:

- parent/s
- carer
- those with parental responsibility

Learning outcome

The learner will:

- 6 understand duty of care in relation to supporting positive risk-taking

Assessment criteria

The learner can:

- 6.1 explain how the principle of duty of care can be maintained while supporting individuals to take risks
- 6.2 describe what action to take if an individual decides to take an unplanned risk that places him/her or relevant others in immediate or imminent danger

Unit 325

Support individuals during a period of change

UAN:	T/615/8025
Unit level:	Level 3
Credit value:	4
GLH:	29
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.
Relationship to NOS:	SCDHSC0382

Learning outcome

The learner will:

- 1 understand reasons for and responses to change

Assessment criteria

The learner can:

- 1.1 describe types of change that may occur in the course of an individual's life
- 1.2 analyse factors that can make the change process positive or a negative experience
- 1.3 describe approaches likely to enhance an individual's capacity to manage change and experience change positively.

Range

(AC1.1) **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 support individuals to plan how to manage or adapt to change

Assessment criteria

The learner can:

- 2.1 gain valid consent to work with individuals and others to identify recent or imminent changes affecting them
 - 2.2 support the individual to assess the implications and likely impacts of the change identified through agreed method of communication
 - 2.3 work with the individual and others to plan how to adapt to or manage the change
 - 2.4 explain the importance of both practical support and emotional support during a time of change
 - 2.5 identify and agree roles and responsibilities for supporting a period of change
-

Range

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

(AC2.3) **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 manage or adapt to change

Assessment criteria

The learner can:

- 3.1 carry out agreed role and responsibilities for supporting period of change, in ways that promote active participation
 - 3.2 provide information and advice to support the individual to manage change
 - 3.3 support the individual to express preferences and anxieties when going through change
 - 3.4 adapt support methods to take account of preferences or anxieties
 - 3.5 describe how and when to seek additional expertise and advice when supporting an individual through change
-

Range

(AC3.1) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

(AC3.3) **Preferences** may be based on:

- beliefs
 - values
-

- culture
-

Learning outcome

The learner will:

- 4 be able to evaluate the support provided during a period of change

Assessment criteria

The learner can:

- 4.1 agree with the individual and others how the support provided will be evaluated, and who will be involved
- 4.2 work with the individual and others to identify positive and negative aspects of a change
- 4.3 work with the individual and others to evaluate the effectiveness of methods used to support the change process
- 4.4 record and report on the effectiveness of support for the change process

Unit 327

Provide support to individuals to continue recommended therapies

UAN:	Y/615/7773
Unit level:	Level 3
Credit value:	3
GLH:	20
Unit aim:	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.
Relationship to NOS:	SCDHSC0352

Learning outcome

The learner will:

- 1 understand the importance of supporting individuals to continue recommended therapies

Assessment criteria

The learner can:

- 1.1 analyse benefits of recommended therapies to an individual's health and well-being
- 1.2 describe barriers that prevent individuals from continuing recommended therapies
- 1.3 discuss consequences of individuals discontinuing recommended therapies

Range

(AC1.1) **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 encourage individuals to continue recommended therapies

Assessment criteria

The learner can:

- 2.1 agree individual's needs, wishes and preferences in relation to continuing a recommended therapy
 - 2.2 enable individuals to access information in relation to benefits of continuing the recommended therapy
 - 2.3 describe how to overcome an individual's fears or concerns in relation to continuing the recommended therapy
 - 2.4 explain how to motivate the individual to continue the recommended therapy
-

Range

(AC2.1) **Needs, wishes and preferences** can include:

- importance of recognising individual needs
 - age and stage of development of child or young person
 - home language
 - preferred method
 - additional learning needs
 - physical disabilities
 - cognitive and communication difficulties
 - alternative methods of communication e.g. language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication
-

Learning outcome

The learner will:

- 3 be able to support individuals to continue recommended therapy

Assessment criteria

The learner can:

- 3.1 clarify information required prior to providing support
 - 3.2 promote active participation during therapy
 - 3.3 manage concerns encountered during therapy
 - 3.4 provide constructive feedback and encouragement to the individual during therapy
-

Range

(AC3.2) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Learning outcome

The learner will:

- 4 be able to monitor, record and report on observations during recommended therapy

Assessment criteria

The learner can:

- 4.1 establish with the individual and others the observations to be made during therapy sessions
- 4.2 carry out agreed observations within scope of own role
- 4.3 record agreed observations within scope of own role
- 4.4 report on the findings of observations to individuals and others

Range

(AC4.1) **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 contribute to evaluation and review of recommended therapies

Assessment criteria

The learner can:

- 5.1 work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
- 5.2 carry out agreed role to support the evaluation, using observations and feedback from the individual and others
- 5.3 agree changes to therapy sessions or the support provided with others
- 5.4 record agreed actions

Unit 328

Implement therapeutic group activities

UAN:	T/615/7800
Unit level:	Level 3
Credit value:	4
GLH:	25
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.
Relationship to NOS:	SCDHSC393

Learning outcome

The learner will:

- 1 understand the principles of therapeutic group activities

Assessment criteria

The learner can:

- 1.1 explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and well-being
- 1.2 analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances
- 1.3 compare theories in relation to group dynamics

Range

(AC1.1) **Therapeutic group activities** may include:

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

(AC1.1) **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 plan and prepare for therapeutic group activities

Assessment criteria

The learner can:

- 2.1 work with individuals and others to agree:
 - 2.1 a the nature and purpose of a therapeutic group
 - 2.1 b specific activities to fit the purpose of the group
 - 2.1 c the monitoring or observations required as part of the group activity
 - 2.1 d own role in relation to planning and preparing for the group activity
- 2.2 address any risks that may be associated with the planned activities
- 2.3 prepare the environment for a therapeutic group activity
- 2.4 prepare equipment or resources needed for the activity

Range

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

- team members
- other colleagues
- families, carers and advocates

(AC2.2) **Risks** may include those associated with:

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

Learning outcome

The learner will:

- 3 be able to support individuals during therapeutic group activities

Assessment criteria

The learner can:

- 3.1 support group members to understand the purpose and proposed activity of the group
- 3.2 support group members during the activity in ways that encourage effective communication, active participation and co-operation
- 3.3 support group members according to their own level of ability and need
- 3.4 give direction, praise, reassurance and constructive feedback during the activity

3.5 support the group to bring the activity to a safe and timely end

Range

(AC3.2) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Learning outcome

The learner will:

4 be able to contribute to the evaluation of therapeutic group activities

Assessment criteria

The learner can:

- 4.1 encourage and support individuals to give feedback during and after group activities
- 4.2 agree with others' processes and criteria for evaluating the therapeutic benefits of the group and its activities
- 4.3 carry out own responsibilities for supporting the evaluation and agreeing any revisions
- 4.4 record and report on outcomes and any revisions in line with agreed ways of working

Unit 329

Support individuals to access and use services and facilities

UAN:	D/615/7872
Unit level:	Level 3
Credit value:	4
GLH:	25
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.
Relationship to NOS:	SCDHSC0226

Learning outcome

The learner will:

- 1 understand factors that influence individuals' access to services and facilities

Assessment criteria

The learner can:

- 1.1 describe how accessing a range of services and facilities can be beneficial to an individual's well-being
- 1.2 identify barriers that individuals may encounter in accessing services and facilities
- 1.3 describe ways of overcoming barriers to accessing services and facilities
- 1.4 explain why it is important to support individuals to challenge information about services that may present a barrier to participation

Range

(AC1.1) **Individuals** 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 support individuals to select services and facilities

Assessment criteria

The learner can:

- 2.1 work with individuals to identify services and facilities likely to meet their assessed needs
 - 2.2 agree with individuals their preferred options for accessing services and facilities
 - 2.3 work with individuals to select services or facilities that meet their assessed needs and preferences
-

Range

(AC2.3) **Preferences** may be based on:

- beliefs
 - values
 - culture
-

Learning outcome

The learner will:

- 3 be able to support individuals to access and use services and facilities

Assessment criteria

The learner can:

- 3.1 identify with individuals the resources, support and assistance required to access and use selected services and facilities
 - 3.2 carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities
 - 3.3 explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities
-

Learning outcome

The learner will:

- 4 be able to support individuals to review their access to and use of services and facilities

Assessment criteria

The learner can:

- 4.1 work with individuals to evaluate whether services or facilities have met their assessed needs and preferences
 - 4.2 support individuals to provide feedback on their experiences of accessing and using services or facilities
-

- 4.3 work with individuals and others to evaluate the support provided for accessing and using services or facilities within scope of own role
- 4.4 agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role
-

Range

(AC4.3) **Others** may include:

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

Unit 330

Support individuals to manage their finances

UAN:	D/615/7791
Unit level:	Level 3
Credit value:	3
GLH:	20
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage and review their financial affairs, in accordance with their needs and preferences.
Relationship to NOS:	SCDHSC0345

Learning outcome

The learner will:

- 1 know how to access information and advice about financial affairs

Assessment criteria

The learner can:

- 1.1 identify sources of information and advice about methods and services for managing personal finances
- 1.2 identify sources of information and advice about benefits and allowances
- 1.3 describe the role of others who may be involved in supporting individuals to manage their own finances
- 1.4 describe how and when to access specialist expertise in relation to managing financial affairs
- 1.5 explain how to access advice on safeguarding against financial abuse

Range

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

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

Learning outcome

The learner will:

- 2 Be able to provide support for individuals to manage their finances

Assessment criteria

The learner can:

- 2.1 identify legislation, codes of practice and agreed ways of working in relation to providing support to manage finances
- 2.2 work with the individual to identify the skills they have for managing their own finances
- 2.3 identify an individual's preferred methods and services for managing their finances
- 2.4 provide support for managing finances in a way that promotes active participation and safeguards the individual
- 2.5 contribute to records and reports in relation to finances in line with agreed ways of working

Range

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

(AC2.4) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Learning outcome

The learner will:

- 3 be able to contribute to applying for financial assistance

Assessment criteria

The learner can:

- 3.1 provide support for an individual to check the benefits and allowances they are entitled to
- 3.2 contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation

Learning outcome

The learner will:

- 4 be able to contribute to reviewing support for managing finances

Assessment criteria

The learner can:

- 4.1 Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
- 4.2 work with the individual to evaluate methods, services and support for managing finances
- 4.3 agree with the individual any changes to methods, services and support for managing finances
- 4.4 provide feedback to an organisation or agency about the effectiveness of financial information or support
- 4.5 explain the importance of providing feedback to organisations or agencies in relation to their financial services or support

Unit 331

Provide information and advice to individuals on eating to maintain optimum nutritional status

UAN:	Y/615/7806
Unit level:	Level 3
Credit value:	5
GLH:	38
Unit aim:	This unit is aimed at those who provide advice and information to individuals on how to maintain optimum nutritional status.
Relationship to NOS:	CHS148

Learning outcome

The learner will:

- 1 know factors which can affect the nutritional status of individuals

Assessment criteria

The learner can:

- 1.1 identify factors which can affect an individual's nutritional intake
- 1.2 describe the relationship between exercise and weight management
- 1.3 describe the relationship between different foods and their nutritional composition
- 1.4 outline basic anatomy and physiology in relation to maintaining optimum nutritional status

Range

(AC1.1) **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals can be adults, neonates, children and young people or older people.

Learning outcome

The learner will:

- 2 know how to advise individuals on maintaining optimal nutritional status

Assessment criteria

The learner can:

- 2.1 identify local and national services for an individual who needs information and support about changing their health behaviour
 - 2.2 identify contact details of registered dietitians
 - 2.3 identify when to seek advice from a qualified practitioner
 - 2.4 outline the components of an ideal nutritional plan for the specific needs of an individual
 - 2.5 outline the importance of gaining specific body measurements from an individual in order to inform the type of support needed to obtain optimum nutritional status
-

Range

(AC2.5) **Body measurements** should include waist circumference, skinfold thickness, weight and height but may also include Body Mass Index (BMI), percentage weight loss, Bioelectrical impedance, Waist-hip ratio and calculation of nutritional requirements.

Learning outcome

The learner will:

- 3 be able to obtain specific body measurements from individuals

Assessment criteria

The learner can:

- 3.1 prepare an environment which is suitable for confidential discussions and for taking body measurements
 - 3.2 gain valid consent from the individual prior to taking body measurements
 - 3.3 obtain background information from the individual
 - 3.4 take an individual's body measurements in line with local policy and protocol
 - 3.5 interpret results against standard measures
-

Range

(AC3.2) **Valid consent** must be in line with agreed UK country definition.

(AC3.3) **Background information** may include any medical, cultural, financial, or social information pertinent to managing the individual's body weight; blood health, eating habits, diet history.

Learning outcome

The learner will:

- 4 be able to provide individuals with information and advice on eating to maintain optimum nutritional status
-

Assessment criteria

The learner can:

- 4.1 explain the nutritional composition of different foods to the individual/ carer
 - 4.2 support an individual to assess their eating habits and set nutritional objectives
 - 4.3 provide information to the individual/ carer on how to maintain optimum nutritional status
 - 4.4 update records in line with local policy and protocol
 - 4.5 record any actions to be taken by the individual/ carer
-

Range

(AC4.1) **Nutritional composition** may include fibre, salt content, sugar content, calories/ energy values, proteins, saturated and unsaturated fat content, carbohydrate vitamins and minerals, additives and preservatives, fluid.

Unit 332

Monitor and review individuals progress in relation to maintaining optimum nutritional status

UAN:	F/615/7931
Unit level:	Level 3
Credit value:	3
GLH:	26
Unit aim:	This unit is aimed at those who support individuals to maintain nutritional status by monitoring and reviewing their progress.
Relationship to NOS:	CHS149

Learning outcome

The learner will:

- 1 understand how to monitor and review individuals' progress in relation to maintaining optimum nutritional status

Assessment criteria

The learner can:

- 1.1 explain how to create a suitable environment for open and confidential discussions and for taking body measurements
- 1.2 outline the types of information to gather from an individual in order to assess their progress
- 1.3 identify the body measurements which must be taken in order to assess an individual's progress
- 1.4 explain how to review an individual's food diary
- 1.5 explain how to provide constructive feedback and encouragement to an individual regarding their progress

Range

(AC1.1) **Body measurements** should include waist circumference, skinfold thickness, weight and height but may also include Body Mass Index (BMI), percentage weight loss, Bioelectrical impedance, Waist-hip ratio and calculation of nutritional requirements.

(AC1.2) **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 monitor individuals' progress in maintaining optimum nutritional status

Assessment criteria

The learner can:

- 2.1 prepare an environment which is suitable for open and confidential discussions and for taking body measurements
 - 2.2 confirm the individual's identity and gain valid consent prior to taking body measurements
 - 2.3 obtain information from the individual regarding their experience in following a nutritional plan
 - 2.4 take an individual's body measurements in line with local policy and protocol
 - 2.5 interpret body measurements against standard measures
-

Range

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

Learning outcome

The learner will:

- 3 be able to support individuals to review their own progress in relation to maintaining optimum nutritional status

Assessment criteria

The learner can:

- 3.1 support an individual to review their own progress against agreed objectives
 - 3.2 provide constructive feedback and affirm the individual's progress
 - 3.3 suggest potential modifications to the nutritional plan which are consistent with nutritional objectives
 - 3.4 reaffirm the benefits of adhering to the nutritional plan and lifestyle changes in relation to their effect on health
 - 3.5 update records in line with local policy and protocol
 - 3.6 record any further actions to be taken by the individual
-

Range

(AC3.6) **Further actions** may include future review dates.

Unit 333

Administer oral nutritional products to individuals

UAN:	F/615/7962
Unit level:	Level 3
Credit value:	4
GLH:	23
Unit aim:	This unit is aimed at those working in a range of care settings such as hospitals, nursing and residential homes, hospices and community settings to administer oral nutritional products to individuals who are otherwise incapable of doing so. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare nutritional products and to administer them to individuals, including ensuring stock levels are maintained.
Relationship to NOS:	CHS147

Learning outcome

The learner will:

- 1 understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines

Assessment criteria

The learner can:

- 1.1 summarise current legislation, national guidelines, policies, protocols and good practice guidelines affecting own practice related to administering oral nutritional products
- 1.2 explain how to take information from medication administration charts to inform the administration of oral nutritional products
- 1.3 explain how to prepare oral nutritional products
- 1.4 explain how to ensure the dignity, safety and privacy of an individual during the procedure
- 1.5 explain how to check if the individual has taken the oral nutritional product

Range

(AC1.4) **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 common nutritional products and their uses

Assessment criteria

The learner can:

- 2.1 describe common nutritional products and their uses
 - 2.2 explain how common nutritional products should be stored
 - 2.3 describe the effects of common nutritional products, relevant to the individual's condition
 - 2.4 explain the importance of information labelling of nutritional products
-

Learning outcome

The learner will:

- 3 understand how to manage possible reactions to the use of nutritional products

Assessment criteria

The learner can:

- 3.1 describe common adverse reactions to nutritional products and how to recognise them
 - 3.2 explain how to deal with adverse reactions
 - 3.3 explain how to deal with non-compliance when attempting to administer nutritional products
 - 3.4 identify support staff to help manage reactions to the use of nutritional products
 - 3.5 explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products
-

Learning outcome

The learner will:

- 4 be able to prepare for oral administration of nutritional products

Assessment criteria

The learner can:

- 4.1 apply standard precautions for infection control
 - 4.2 apply health and safety measures relevant to the procedure and environment
 - 4.3 confirm the individual's identity and gain valid consent prior to administering nutritional products
 - 4.4 check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action
-

- 4.5 explain the procedure to the individual in a way that is sensitive to their personal beliefs and preferences
 - 4.6 prepare an individual to receive oral administration of nutritional products
 - 4.7 prepare nutritional products according to the administration record and standard hygiene precautions
 - 4.8 select materials, equipment and aids which can be used for the oral administration of nutritional products
-

Range

(AC4.3) **Valid consent** must be in line with agreed UK country definition

(AC4.5) **Preferences** may be based on:

- beliefs
 - values
 - culture
-

Learning outcome

The learner will:

- 5 be able to administer oral nutritional products to individuals

Assessment criteria

The learner can:

- 5.1 administer oral nutritional products to an individual according to the administration record and in a way which minimises pain, discomfort and trauma for the individual
 - 5.2 monitor the individual's condition throughout, recognising any adverse effects and taking appropriate action immediately
 - 5.3 dispose of waste products in line with local policy and protocol
 - 5.4 update records in line with local policy and protocol
-

Learning outcome

The learner will:

- 6 be able to maintain stock of nutritional products

Assessment criteria

The learner can:

- 6.1 monitor and rotate stock levels, reporting any discrepancies to the appropriate person
 - 6.2 maintain the correct storage conditions for oral nutritional products
 - 6.3 dispose of out-of-date and part-used nutritional products in line with local policy and protocol
-

6.4 maintain stock records

Unit 334

Support the spiritual well-being of individuals

UAN:	Y/615/8020
Unit level:	Level 3
Credit value:	3
GLH:	26
Unit aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support the spiritual well-being of individuals.

Learning outcome

The learner will:

- 1 understand the importance of spiritual well-being for individuals

Assessment criteria

The learner can:

- 1.1 outline different ways in which spiritual well-being can be defined
- 1.2 define the difference between spirituality and religion
- 1.3 describe different aspects of spiritual well-being
- 1.4 explain how spiritual well-being is an individual experience
- 1.5 explain how spiritual well-being defines an individual's identity
- 1.6 outline the links between spirituality, faith and religion
- 1.7 explain how an individual's current exploration of spiritual well-being may be affected by their previous experience of spirituality, faith or religion

Range

(AC1.1) **Spiritual well-being** can be defined as:

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

(AC1.7) **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 identify the spiritual needs of an individual and others

Assessment criteria

The learner can:

- 2.1 support the individual and others to identify their spiritual needs and how and by whom these can be addressed
 - 2.2 identify how an individual's emphasis on spiritual well-being may vary at different stages of their life experience
 - 2.3 take action to ensure that the individual's spiritual well-being is recognised appropriately in their care plan
-

Range

(AC2.1) **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 understand the impact of values and beliefs on own and an individual's spiritual well-being

Assessment criteria

The learner can:

- 3.1 analyse how own values and beliefs may impact on others when communicating about the individual's spiritual well-being
 - 3.2 identify how the values and beliefs of others may impact on the individual
 - 3.3 identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others
-

Learning outcome

The learner will:

- 4 be able to support individuals' spiritual well-being
-

Assessment criteria

The learner can:

- 4.1 access resources and information to support the individual's spiritual well-being
- 4.2 contribute to the creation of an environment that enables individuals to express aspects of their spiritual well-being
- 4.3 support the individual to take opportunities to explore and express themselves in ways that support their spiritual well-being
- 4.4 support the individual to participate in their chosen activities to support their spiritual well-being
- 4.5 access any additional expertise required to meet the individual's spiritual needs
- 4.6 outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual

Unit 335

Assist in the implementation of programmes to increase mobility, movement and functional independence

UAN:	F/615/7816
Unit level:	Level 3
Credit value:	4
GLH:	28
Unit aim:	This unit aims to develop the learner's ability to apply knowledge and understanding of health topics and treatment programmes to implementing programmes to restore mobility, movement and functional independence. The learner supports the practitioner.
Relationship to NOS:	CHS138

Learning outcome

The learner will:

- 1 understand current legislation, national guidelines, policies, protocols and good practice related to the implementation of programmes to restore mobility, movement and functional independence

Assessment criteria

The learner can:

- 1.1 summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role and accountability when assisting in programmes to restore mobility, movement and functional independence

Learning outcome

The learner will:

- 2 understand health topics related to restoring movement and functional independence

Assessment criteria

The learner can:

- 2.1 describe the physical and psychological benefits of functional exercise
 - 2.2 identify and describe the functions of the main muscle groups and joints in the body
 - 2.3 describe a range of psychological effects on physical disability on individuals
 - 2.4 describe the conditions which can cause difficulties in movement and mobility, in relation to those encountered in own role
-

Range

(AC2.3) **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Learning outcome

The learner will:

- 3 understand treatment programmes related to restoring movement and functional independence

Assessment criteria

The learner can:

- 3.1 describe the treatment programmes for individuals with restricted movement and mobility encountered in own role
 - 3.2 explain the functions of equipment and materials used in own role
 - 3.3 identify and explain the hazards associated with using the equipment and materials
 - 3.4 describe potential signs of adverse reactions to mobility and movement programmes
-

Learning outcome

The learner will:

- 4 be able to assist in implementing programmes to restore mobility, movement and functional independence

Assessment criteria

The learner can:

- 4.1 obtain valid consent from the individual for the therapeutic activities
 - 4.2 position the individual for the therapeutic activities
 - 4.3 carry out therapeutic activities which fulfil the individual's needs and goals as outlined in the treatment plan
 - 4.4 support and encourage the individual to practise existing and newly developed skills during the treatment programme
 - 4.5 encourage the individual to practise skills developed during treatment in their daily life
-

- 4.6 monitor the individual during and after treatment in line with the treatment plan
 - 4.7 describe monitoring processes used and their importance in treatment programmes
-

Range

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

Learning outcome

The learner will:

- 5 be able to make records and provide information to the practitioner

Assessment criteria

The learner can:

- 5.1 feedback information to the practitioner to inform future treatment in line with local policy and protocol
- 5.2 make records of treatment activities and the individual's condition in line with national/local policy and protocol
- 5.3 explain the importance of seeking advice and guidance when the treatment activity is beyond own competence
- 5.4 explain the importance of reporting adverse reactions
- 5.5 explain the potential consequences of poor practice

Unit 336

Enable individuals to negotiate environments

UAN:	R/615/9537
Unit level:	Level 3
Credit value:	5
GLH:	34
Unit aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to negotiate familiar and unfamiliar environments.
Relationship to NOS:	Sensory Services 8, 9, 10 and 11.

Learning outcome

The learner will:

- 1 understand the factors that may impact on an individual being able to negotiate their environments

Assessment criteria

The learner can:

- 1.1 analyse how a range of conditions and/or disabilities may impact on individuals being able to negotiate environments
- 1.2 describe potential environmental barriers to individuals negotiating environments
- 1.3 establish how environmental barriers to individuals negotiating environments can be addressed

Range

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

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

Learning outcome

The learner will:

- 2 know how to prepare to support an individual to negotiate an environment

Assessment criteria

The learner can:

- 2.1 explain the scope of own role in supporting an individual to negotiate an environment
- 2.2 establish the resources that are available to support an individual to negotiate an environment
- 2.3 explain how to assess the risks associated with an individual negotiating familiar and unfamiliar environments
- 2.4 describe how to work with others to develop a plan to support an individual to negotiate an environment

Range

(AC2.2) **Resources** could include:

- Other professionals
- Assistive technology / aids

(AC2.4) **Plan** will include:

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

Learning outcome

The learner will:

- 3 be able to support the individual to negotiate an environment

Assessment criteria

The learner can:

- 3.1 agree with the individual activities which require negotiating an environment
- 3.2 work with the individual and others to develop a plan to support the individual to negotiate an environment
- 3.3 support an individual to negotiate an environment following agreed plan
- 3.4 provide information to the individual when negotiating an unfamiliar environment

Learning outcome

The learner will:

- 4 be able to evaluate and revise the support provided to an individual to negotiate an environment

Assessment criteria

The learner can:

- 4.1 observe and record an individual's ability to negotiate an environment
- 4.2 evaluate the success of negotiating an environment with an individual and/or others
- 4.3 use records of observations and feedback from the individual and/or others to review the plan to negotiate an environment
- 4.4 agree a revised plan with the individual and/or others
- 4.5 evaluate own contribution to supporting an individual to negotiate an environment.

Unit 337

Support individuals to maintain stoma care

UAN:	D/615/9539
Unit level:	Level 3
Credit value:	4
GLH:	24
Unit aim:	This unit enables the learner to develop the skills and knowledge required to provide care for individuals with bowel/bladder stoma. This may be for individuals with new stomas or for individuals with established stomas who are unable to manage their own stoma care. This unit is applicable in a variety of care environments including hospitals, care homes, the individual's own home or other community environments such as GP surgeries.

Learning outcome

The learner will:

- 1 understand agreed ways of working related to assessment for stoma care

Assessment criteria

The learner can:

- 1.1 describe agreed ways of working related to assessment for and undertaking stoma care
- 1.2 explain own responsibilities related to assessment for and carrying out stoma care

Learning outcome

The learner will:

- 2 understand the anatomy and physiology in relation to conditions requiring stoma care

Assessment criteria

The learner can:

- 2.1 define the term 'stoma'
- 2.2 describe the anatomy of the different types of stoma formation, their position and functions

- 2.3 identify the reasons why the different types of stoma may be formed
 - 2.4 describe stoma abnormalities and actions to take when these are identified
 - 2.5 describe the potential consequences of contamination of stoma drainage systems
 - 2.6 describe the effects of diet and mobility on stoma function
 - 2.7 describe the effects of medication prescribed to maintain stoma function
-

Range

(AC2.2, **Types:** Colostomy, ileostomy, urostomy, permanent and temporary AC2.3)

(AC2.4) **Abnormalities:** Changes in colour, size and appearance, signs of oedema, retractions, broken surrounding skin and rashes

Learning outcome

The learner will:

- 3 understand the impact on an individual of living with a stoma

Assessment criteria

The learner can:

- 3.1 describe the physical effects on individuals living with a stoma
 - 3.2 describe the psychological effects on individuals living with a stoma
 - 3.3 describe the social effects on individuals living with a stoma
 - 3.4 explain the importance of promoting individuals' independence to manage the stoma
 - 3.5 identify sources of support for individuals living with a stoma
 - 3.6 describe the importance of follow up support to individuals with a stoma
-

Range

(AC3.1) **Physical effects:** Pain, discharge and seeping problem, skin irritation

(AC3.2) **Psychological effects:** Body image, depression, anxiety, anger

(AC3.3) **Social effects:** Sexual relationships, family relationships, daily activity, recreation activities

(AC3.6) **Support:** Stoma care instructions, prescriptions for supplies and appliances, specialist nurse, charities

Learning outcome

The learner will:

- 4 be able to prepare individuals for stoma care
-

Assessment criteria

The learner can:

- 4.1 confirm the individual's identity and gain valid consent
 - 4.2 explain the procedure in a way that is sensitive to the personal beliefs and preferences of the individual
 - 4.3 check equipment is fit for purpose when preparing to carry out stoma care as prescribed in the individual's documentation
 - 4.4 support the individual to adjust their clothing in preparing for stoma care taking into account their preferences
-

Range

(AC4.1) **Valid consent:** In line with agreed UK country definition

Learning outcome

The learner will:

- 5 be able to carry out stoma care for individuals

Assessment criteria

The learner can:

- 5.1 apply health and safety measures relevant to the procedure and environment
 - 5.2 apply standard precautions for infection prevention and control
 - 5.3 agree the level of support required with the individual
 - 5.4 provide active support for individuals to manage their own stoma
 - 5.5 perform stoma care in line with agreed ways of working
 - 5.6 monitor the individual's condition throughout the stoma care
 - 5.7 give individual the opportunity to dispose of their own used stoma care equipment
 - 5.8 dispose of equipment and materials in line with agreed ways of working
-

Learning outcome

The learner will:

- 6 be able to monitor individuals following stoma care

Assessment criteria

The learner can:

- 6.1 report on the individual's pattern of stoma function
 - 6.2 record the outcomes of stoma care activity in line with agreed ways of working
-

Unit 338

Support urinary continence management and catheter care in health and care settings

UAN:	R/615/9540
Unit level:	Level 3
Credit value:	4
GLH:	26
Unit aim:	This unit enables the learner to develop the skills and knowledge required to support urinary care for individuals, including support for incontinence management and catheter care, to monitor the individual and report urinary catheter care procedures.

Learning outcome

The learner will:

- 1 understand own role and responsibilities when supporting individuals to manage continence

Assessment criteria

The learner can:

- 1.1 explain how agreed ways of working affect the management of continence for individuals
- 1.2 explain the importance of effective communication to ensure the individual's personal beliefs and preferences are met when promoting continence
- 1.3 explain the information that should be given to an individual about catheter care
- 1.4 identify boundaries of own role in relation to supporting individuals to manage continence
- 1.5 explain the reasons for maintaining professional boundaries when supporting individuals to manage continence
- 1.6 describe health and safety and infection control measures required when supporting an individual to manage their continence
- 1.7 explain the importance of reporting concerns about changes in an individual's health to the appropriate person

Learning outcome

The learner will:

- 2 understand normal and abnormal urinary function

Assessment criteria

The learner can:

- 2.1 describe the function and structure of the male and female upper and lower urinary system
- 2.2 describe the normal appearance and characteristics of urine
- 2.3 explain the term 'urinary continence'
- 2.4 explain the reasons for incontinence
- 2.5 describe the signs and symptoms of common problems associated with urinary system
- 2.6 explain the actions to take when signs and symptoms of common problems associated with urinary system are identified

Learning outcome

The learner will:

- 3 understand urinary catheterisation

Assessment criteria

The learner can:

- 3.1 explain the difference between urethral and suprapubic catheterisation
- 3.2 describe the reasons for urethral and suprapubic catheterisation for males and females
- 3.3 identify equipment and materials used in urinary care/catheterisation
- 3.4 describe how to report failure and/or malfunction of the equipment/materials in line with agreed ways of working
- 3.5 describe the complications associated with urethral and suprapubic indwelling catheters
- 3.6 describe the actions that should be taken when complications associated with urethral and suprapubic indwelling catheters are identified

Range

(AC3.5, **Complications:** Infections, tissue damage, urinary retention and pain
AC3.6)

Learning outcome

The learner will:

- 4 be able to promote continence with individuals

Assessment criteria

The learner can:

- 4.1 discuss and advise the individual on the support required to manage continence
 - 4.2 encourage the individual to follow toileting schedules according to their plan of care
 - 4.3 support the individual to use and replace continence aids
 - 4.4 encourage the individual to dispose of waste materials and clean equipment in line with agreed ways of working
 - 4.5 review and record continence activity in line with agreed ways of working
-

Range

(AC4.4) **Waste materials:** Urine, continence aids

Learning outcome

The learner will:

- 5 be able to prepare, support and/or carry out urinary catheter care for individuals

Assessment criteria

The learner can:

- 5.1 confirm the individual's identity
 - 5.2 explain the activity to the individual and ensure understanding
 - 5.3 agree support required with the individual and gain valid consent
 - 5.4 apply standard precautions for infection prevention and control, and health and safety measures
 - 5.5 support the individual to position themselves ensuring their comfort and dignity
 - 5.6 encourage active participation throughout the activity
 - 5.7 carry out or support the individual to carry out the catheter care activity taking into account their personal beliefs and preferences
 - 5.8 maintain or support the individual to maintain the cleanliness of the meatus
 - 5.9 use or support the individual to use catheter care equipment and/or materials in line with manufacturer's guidelines and agreed ways of working
-

Range

(AC5.3) **Valid consent:** In line with agreed UK country definition

(AC5.6) **Active participation:** 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 and support, rather than a passive recipient

Learning outcome

The learner will:

- 6 be able to monitor individuals following the removal of urinary catheters

Assessment criteria

The learner can:

- 6.1 remove the urethral catheter in accordance with agreed ways of working
- 6.2 monitor the individual for adverse effects and potential complications following the urinary care activity
- 6.3 advise the individual on the importance of noting when they start passing urine
- 6.4 explain to the individual the signs and symptoms of urine retention and the importance of reporting this without delay
- 6.5 monitor and report the individual's urinary output over a period of time in line with agreed ways of working

Unit 339

Work in partnership with families to support individuals

UAN:	A/615/7927
Unit level:	Level 3
Credit value:	3
GLH:	27
Unit aim:	This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings.
Relationship to NOS:	SCDHSC387, SCDHSC388

Learning outcome

The learner will:

- 1 understand partnership working with families and family members in care and/or support

Assessment criteria

The learner can:

- 1.1 describe the contribution families and family members have in caring for and/or supporting individuals
- 1.2 identify factors that may affect the level of involvement of family members
- 1.3 describe dilemmas or conflicts that may arise when working in partnership with families
- 1.4 explain how the attitudes of a worker affect partnership working

Range

(AC1.1) **Families and family members** may include:

- parents
- legal guardians/those with legal responsibility
- siblings
- grandparents
- step-parents
- other relatives

Learning outcome

The learner will:

- 2 be able to establish and maintain positive relationships with families and family members in care and/or support

Assessment criteria

The learner can:

- 2.1 interact with family members in ways that respect their culture, values, experiences and expertise
- 2.2 show dependability in carrying out actions agreed with families
- 2.3 describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families

Learning outcome

The learner will:

- 3 be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support

Assessment criteria

The learner can:

- 3.1 agree with the individual, family members and others the desired outcomes of partnership working within scope of own role
- 3.2 clarify own role, role of family members and roles of others in supporting the individual
- 3.3 support family members to understand person centred approaches and agreed ways of working
- 3.4 plan ways to manage risks associated with sharing care or support within scope of own role
- 3.5 agree with the individual, family members and others' processes for monitoring the shared support care plan within scope of own role

Range

(AC3.1) **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person.

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

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

(AC3.3) **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:

- 4 be able to work with families to access support in their role as carers

Assessment criteria

The learner can:

- 4.1 identify the support required from families to fulfil their role
 - 4.2 provide accessible information about available resources for support
 - 4.3 work with family members to access resources for support
-

Learning outcome

The learner will:

- 5 be able to exchange and record information about partnership work with families

Assessment criteria

The learner can:

- 5.1 exchange information, within scope of own role, with the individual and family members about:
 - 5.1 a implementation of the plan
 - 5.1 b changes to needs and preferences
 - 5.2 record information in line with agreed ways of working about:
 - 5.2 a progress towards outcomes
 - 5.2 b effectiveness of partnership working
-

Learning outcome

The learner will:

- 6 be able to contribute to reviewing partnership work with families

Assessment criteria

The learner can:

- 6.1 agree criteria and processes for reviewing partnership work with families and family members within scope of own role
 - 6.2 involve the individual and family members in the reviews
-

Learning outcome

The learner will:

- 7 be able to provide feedback about support for families

Assessment criteria

The learner can:

- 7.1 provide feedback to others about the support accessed by family members
- 7.2 report on any gaps in the provision of support for family members
- 7.3 describe ways to challenge information or support that is discriminatory or inaccessible

Unit 340

Support individuals to access housing and accommodation services

UAN:	D/615/7967
Unit level:	Level 3
Credit value:	4
GLH:	31
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.
Relationship to NOS:	SCDHSC0349

Learning outcome

The learner will:

- 1 understand support available to access housing and accommodation services

Assessment criteria

The learner can:

- 1.1 identify sources of funding and benefits that are available for housing and accommodation services
- 1.2 analyse the range of housing and accommodation services available
- 1.3 explain how and where to access specialist information and advice about housing and accommodation services

Range

(AC1.1) **Housing and accommodation** covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places

Learning outcome

The learner will:

- 2 be able to work with individuals to identify housing and accommodation services that meet their needs

Assessment criteria

The learner can:

- 2.1 work with an individual to identify their accommodation requirements
- 2.2 work with the individual to understand the range of accommodation services that could meet their needs
- 2.3 support the individual to understand requirements that may be made by housing and accommodation services

Range

(AC2.1) **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 with individuals to plan to access housing and accommodation services

Assessment criteria

The learner can:

- 3.1 work with the individual and others to agree a plan for accessing housing and accommodation services
- 3.2 establish with an individual which housing and accommodation services will be approached

Range

(AC3.1) **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:

- 4 be able to work with individuals to access housing and accommodation services
-

Assessment criteria

The learner can:

- 4.1 support the individual to prepare to attend meetings with housing and accommodation services
 - 4.2 work with the individual to provide accurate and complete information to express their requirements and preferences
 - 4.3 support the individual to understand the outcome of decisions made by a housing or accommodation service
 - 4.4 describe ways to challenge discrimination in accessing housing and accommodation services
-

Range

(AC4.2) **Preferences** may be based on:

- beliefs
 - values
 - culture
-

Learning outcome

The learner will:

- 5 be able to work with housing and accommodation services to meet the needs of individuals

Assessment criteria

The learner can:

- 5.1 provide housing and accommodation services with information about own role and responsibilities
 - 5.2 contact housing and accommodation staff over a prolonged period of time
 - 5.3 show how continued contact is appropriate to ensure individual needs are being met
-

Learning outcome

The learner will:

- 6 be able to contribute to the review of housing and accommodation services for individuals

Assessment criteria

The learner can:

- 6.1 work with the individual and others to:
 - 6.1 a monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences
-

- 6.1 b identify any additional support needed
- 6.2 consult with others about any problems and proposed solutions
- 6.3 record and report on the review in line with agreed ways of working

Unit 341

Support individuals to live at home

UAN:	L/615/8208
Unit level:	Level 3
Credit value:	4
GLH:	29
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home
Relationship to NOS:	SCDHSC0343

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

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

Range

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

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

(AC2.3) **Others** may include:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 5 be able to contribute to reviewing support for living at home

Assessment criteria

The learner can:

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

Unit 342

Supporting infection prevention and control in adult care

UAN:	A/616/2481
Unit level:	Level 3
Credit value:	2
GLH:	20
Unit aim:	The purpose of this unit is to develop the learner's understanding, knowledge and skills when supporting infection prevention and control in social care
Relationship to NOS:	IPC 2 - Perform hand hygiene to prevent the spread of infection IPC 4 - Minimise the risk of spreading infection by cleaning, disinfection and storing care equipment IPC 6 - Use personal protective equipment to prevent the spread of infection SCD HSC 0032 – Promote health, safety and security in the work setting.

Learning outcome

The learner will:

- 1 understand how infection prevention and control policies and guidelines can be applied within different settings

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 describe the principles of infection control
- 1.4 explain how infection prevention policies and guidelines can be applied in own work setting
- 1.5 identify differences in the ways in which infection prevention and control policies and guidance are implemented in a range of work settings

Range

(AC1.5) **Range of work settings** may include:

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

Learning outcome

The learner will:

- 2 be able to support infection prevention and control practices in the work setting

Assessment criteria

The learner can:

- 2.1 minimise risk of infection to self and others in the work setting
 - 2.2 support individuals to take steps to minimise spread of infection
 - 2.3 show how own personal hygiene reflects the policies and guidelines of the work setting
 - 2.4 carry out hand hygiene following work setting policies and guidelines
 - 2.5 support others to understand their personal and hand hygiene responsibilities in line with policies and guidance for infection prevention and control in the work setting
 - 2.6 describe how to manage spilled blood and other body fluids in line with policies and guidance
 - 2.7 use and dispose of personal protective equipment (PPE) in line with policies and guidance
 - 2.8 dispose of different types of waste safely
 - 2.9 describe the functions of external bodies in supporting infection prevention and control in the work setting
-

Range

(AC2.9) **External bodies** may include:

- Health Protection Units
 - Health Protection Agency
 - GPs
 - Local authorities
 - Regulators
 - Primary Care Trusts
 - hospitals
 - other healthcare providers
-

Learning outcome

The learner will:

- 3 be able to minimise the risk and spread of infection when using equipment

Assessment criteria

The learner can:

- 3.1 show how equipment is stored and maintained in ways that minimise the spread of infection
- 3.2 demonstrate the use of agreed cleaning schedules for equipment in own work setting
- 3.3 explain why particular devices need special handling to minimise the spread of infection

Range

(AC3.3) **Devices** may include:

- Urinary catheters
- Intravenous lines
- PEG feeding tubes
- glucose monitoring devices
- Stoma bags
- Colostomy bags

Learning outcome

The learner will:

- 4 understand how to respond to outbreaks of infection in the work setting

Assessment criteria

The learner can:

- 4.1 describe how to work with others to identify infection outbreaks in own work setting
- 4.2 explain how to work with others to implement policies and procedures following an infection outbreak
- 4.3 describe how to provide sufficient information about outbreaks to individuals and others
- 4.4 describe ways to ensure that infection control measures and care is provided to the individual in the most appropriate place
- 4.5 explain how to access additional guidance to manage infection prevention and control incidents effectively

Range

(AC4.4) **Appropriate place:** Must be the right place for the individual and the others around them. The best place is not always a hospital environment and the decision must be made by a multi-disciplinary team. A place of isolation could be in hospital but it could also be an individual's own home or room within a residential environment

Learning outcome

The learner will:

- 5 be able to follow correct recording and reporting procedures regarding infection prevention and control

Assessment criteria

The learner can:

- 5.1 explain the process for sharing information about infections and suspected infections within own work setting
- 5.2 describe processes for reporting accidents and incidents relating to infection prevention and control within own work setting
- 5.3 complete records for infection prevention and control in line with policies and guidelines

Unit 343

Support use of medication in adult care

UAN:	F/616/2482
Unit level:	Level 3
Credit value:	4
GLH:	26
Unit aim:	This unit enables learners to understand and be able to support the use of medication in adult care. It covers broad types, classifications and forms of medication, as well as safe handling and storage
Relationship to NOS:	This unit is linked to HSC0 375, HSC 0221 and HSC 0236

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 identify legislation that governs the use of medication in adult care
- 1.2 explain the legal classification system for medication
- 1.3 explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements

Learning outcome

The learner will:

- 2 know about common types of medication and their use

Assessment criteria

The learner can:

- 2.1 identify common types of medication
- 2.2 list conditions for which each type of medication may be prescribed

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
3.2 explain the boundaries of own role when supporting the use of medication
3.3 explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements
-

Learning outcome

The learner will:

- 4 understand techniques for administering medication

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 5 understand how to receive, store and dispose of medication supplies safely

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 6.1 explain the importance of the following principles in the use of medication:
- 6.1 a consent
 - 6.1 b self-medication or active participation
 - 6.1 c dignity and privacy
 - 6.1 d confidentiality
- 6.2 explain how risk assessment can be used to promote an individual's independence in managing medication
- 6.3 explain actions to take when practical difficulties arise in supporting individuals using medication
- 6.4 describe how ethical issues that may arise over the use of medication can be addressed
-

Range

(AC6.1 **Active participation:** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

(AC6.3) **Practical difficulties** may include:

- Lost medication
 - Missed medication
 - Spilt medication
 - An individual's decision not to take medication
 - Difficulty in taking medication in its prescribe form
 - Wrong medication used
 - Vomiting after taking medication
 - Adverse reaction
 - Discrepancies in records or directions for use
-

Learning outcome

The learner will:

- 7 be able to support use of medication

Assessment criteria

The learner can:

- 7.1 access information about an individual's medication
- 7.2 demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
- 7.3 access further information or support about the use of medication
- 7.4 record use of medication and any changes in an individual associated with it

Unit 344

Administer medication to individuals and monitor the effects

UAN:	M/615/8203
Unit level:	Level 3
Credit value:	5
GLH:	30
Unit aim:	This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.
Relationship to NOS:	CHS3

Learning outcome

The learner will:

- 1 understand legislation, policy and procedures relevant to administration of medication

Assessment criteria

The learner can:

- 1.1 identify current legislation, guidelines, policies and protocols relevant to the administration of medication

Learning outcome

The learner will:

- 2 know about common types of medication and their use

Assessment criteria

The learner can:

- 2.1 describe common types of medication including their effects and potential side effects
- 2.2 identify medication which demands specific physiological measurements
- 2.3 describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required

2.4 explain the different routes of medicine administration

Learning outcome

The learner will:

3 understand procedures and techniques for the administration of medication

Assessment criteria

The learner can:

3.1 explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes

3.2 identify the required information from prescriptions / medication administration charts

Learning outcome

The learner will:

4 be able to prepare for the administration of medication

Assessment criteria

The learner can:

4.1 apply standard precautions for infection control

4.2 explain ways to ensure the appropriate timing of medication

4.3 obtain the individual's consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns

4.4 select, check and prepare correctly the medication according to the medication administration record or medication information leaflet

Range

(AC4.3) **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Learning outcome

The learner will:

5 be able to administer and monitor medication

Assessment criteria

The learner can:

- 5.1 select the route for the administration of medication, according to the individual's medication administration record and the drug to be administered, and prepare the site if necessary
- 5.2 safely administer the medication:
 - 5.2 a in line with legislation and local policies
 - 5.2 b in a way which minimises pain, discomfort and trauma to the individual
- 5.3 describe how to report any immediate problems with the administration
- 5.4 monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay
- 5.5 explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others
- 5.6 maintain the security of medication and related records throughout the process
- 5.7 return medication and related records to the correct place for storage
- 5.8 describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements

Unit 345

Obtaining and testing capillary blood samples in care settings

UAN:	Y/615/9541
Unit level:	Level 3
Credit value:	4
GLH:	15
Unit aim:	The aim of this unit is to provide the learners with knowledge, understanding and skills required for the collection of capillary blood samples using either manual or automated lancets, and testing of the sample where this is required

Learning outcome

The learner will:

- 1 understand legislation, policy and good practice related to obtaining and testing capillary blood samples

Assessment criteria

The learner can:

- 1.1 describe legislation and agreed ways of working which relate to obtaining and testing capillary blood samples

Range

(AC1.1) **Legislation:** Health and Safety at Work Act 1974, Personal Protective Equipment Regulations 1992, COSHH (Control of Substances Hazardous to Health) 2002, Hazardous Waste Regulations 2005

Learning outcome

The learner will:

- 2 know the anatomy and physiology of and reasons for 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
 - 2.3 describe the factors that influence blood clotting
 - 2.4 explain the reasons for obtaining and testing capillary blood samples
 - 2.5 explain the importance of choosing appropriate sites for capillary blood collection
 - 2.6 describe the normal range of results
 - 2.7 explain what actions to take when results obtained are out of the normal range
 - 2.8 explain the action to be taken if complications occur during the collection of capillary blood samples
-

Range

(AC2.4) **Reasons:** Blood glucose monitoring (BM), International Normalisation Ratio (INR)

(AC2.8) **Complications:** Insufficient blood flow, excess blood flow

Learning outcome

The learner will:

- 3 be able to prepare to obtain and test capillary blood samples

Assessment criteria

The learner can:

- 3.1 check that the individual has complied with any pre-procedural instruction
 - 3.2 confirm the individual's identity and obtain valid consent
 - 3.3 provide support and reassurance to address the individual's needs and concerns
 - 3.4 explain the procedure in a way that is accurate and sensitive to the individual's personal beliefs and preferences
 - 3.5 check equipment is fit for purpose when preparing to obtain and test the capillary blood sample
 - 3.6 select and prepare an appropriate site taking into account the individual's preferences
-

Range

(AC3.1) **Pre-procedural instruction:** Fasting, timing

(AC3.2) **Valid consent:** In line with agreed UK country definition

Learning outcome

The learner will:

- 4 be able to obtain and test 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 use the selected materials and equipment in accordance with agreed ways of working
 - 4.4 obtain capillary blood sample of the required volume and quantity causing minimal discomfort to the individual
 - 4.5 test the sample following agreed ways of working
 - 4.6 select alternative sites where necessary
 - 4.7 ensure blood clotting at the site following the agreed ways of working
 - 4.8 ensure the individual is comfortable following the procedure
 - 4.9 provide information to the individual on care of the site and results process
 - 4.10 dispose of hazardous waste before leaving the care area
-

Range

(AC4.2) **Standard precautions:** Personal protective equipment (PPE), hygiene

Learning outcome

The learner will:

- 5 be able to record and report the results of the blood samples

Assessment criteria

The learner can:

- 5.1 communicate the results of the tests and any further actions required to the individual
- 5.2 respond to questions and concerns from individuals
- 5.3 record and report results following agreed ways of working

Unit 346

Prepare for and carry out extended feeding techniques

UAN:	D/615/7628
Unit level:	Level 3
Credit value:	4
GLH:	27
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake
Relationship to NOS:	CHS17

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 2 understand anatomy and physiology in relation to extended feeding

Assessment criteria

The learner can:

- 2.1 explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding
- 2.2 explain the importance of fluid and nutritional balance to the health of individuals

2.3 describe conditions where feeding may be undertaken by extended methods

Learning outcome

The learner will:

3 understand extended feeding techniques

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

4 be able to manage risks relating to extended feeding

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 5 be able to prepare for extended feeding

Assessment criteria

The learner can:

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

Range

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 7.1 complete required records
 - 7.2 identify others who may be involved in reviewing the nutritional and fluid intake of an individual
 - 7.3 report any findings about the process and the individual which may have an impact on the care plan
-

Range

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

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

Unit 347

Obtain venous blood samples

UAN:	J/615/7798
Unit level:	Level 3
Credit value:	3
GLH:	24
Unit aim:	This unit is aimed at health and social care professionals involved in the use of venepuncture/ phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.
Relationship to NOS:	CHS132.2012

Learning outcome

The learner will:

- 1 understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples

Assessment criteria

The learner can:

- 1.1 summarise current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples

Learning outcome

The learner will:

- 2 understand the anatomy and physiology relating to obtaining venous blood samples

Assessment criteria

The learner can:

- 2.1 describe the structure of venous blood vessels
- 2.2 explain blood clotting processes and the factors that influence blood clotting
- 2.3 describe the position of venous blood vessels in relation to arteries, nerves and other structures

Learning outcome

The learner will:

- 3 be able to prepare to obtain venous blood samples

Assessment criteria

The learner can:

- 3.1 confirm the individual's identity and obtain valid consent
- 3.2 communicate with the individual in a manner which:
 - 3.2 a is appropriate to their communication needs and abilities
 - 3.2 b provides relevant information
 - 3.2 c provides support and reassurance
 - 3.2 d addresses needs and concerns
 - 3.2 e is respectful of personal beliefs and preferences
- 3.3 select and prepare appropriate equipment for obtaining the venous blood sample
- 3.4 select and prepare an appropriate site taking into account the individual's age, needs and preferences

Range

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

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

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

- beliefs
- values
- culture

Learning outcome

The learner will:

- 4 be able to obtain venous 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 control
- 4.3 obtain the venous blood sample, to include:
 - 4.3 a utilisation of blood collection equipment
 - 4.3 b utilisation of containers

- 4.3 c required volume of blood
 - 4.3 d correct sequence when obtaining multiple samples
 - 4.3 e application and use of tourniquets at appropriate stages
 - 4.3 f stimulation of blood flow or selection of alternative site where necessary
 - 4.3 g utilisation of anti-coagulant with sample when necessary
 - 4.4 respond to indications of adverse reactions or complications during the procedure
 - 4.5 explain the procedure to manage an arterial puncture
 - 4.6 terminate the blood collection procedure to include:
 - 4.6 a removal of blood collection equipment
 - 4.6 b stopping blood flow
 - 4.6 c stopping bleeding
 - 4.6 d application of suitable dressing
 - 4.6 e personal care advice to the individual
-

Learning outcome

The learner will:

- 5 be able to prepare venous blood samples for transportation

Assessment criteria

The learner can:

- 5.1 label, package, transport and store blood samples

Unit 348

Perform routine electrocardiograph (ECG) procedures

UAN:	R/615/7951
Unit level:	Level 3
Credit value:	4
GLH:	30
Unit aim:	This unit covers the performance of recording electrocardiograph (ECG) at rest and ambulatory electrocardiograph (ECG) procedures. The unit includes connection and disconnection of electrodes and acquisition of data ready for analysis. The procedures may be performed in a number of care settings such as outpatient departments, ward areas and GP practices.
Relationship to NOS:	CHS130

Learning outcome

The learner will:

- 1 understand current legislation, national guidelines, policies, protocols and good practice which impact on own role

Assessment criteria

The learner can:

- 1.1 summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine electrocardiograph procedures
- 1.2 explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines
- 1.3 explain the duty to report any acts or omissions in care that could be detrimental

Learning outcome

The learner will:

- 2 understand the purpose and functions of electrocardiographs

Assessment criteria

The learner can:

- 2.1 explain the purpose of electrocardiograph procedures
 - 2.2 describe the type, common characteristics and set up requirements of recording devices used in electrocardiograph procedures
 - 2.3 explain the structure and function of the heart
 - 2.4 identify a normal electrocardiograph and relate this to the conduction system of the heart
 - 2.5 describe the correct positioning of electrodes for at rest and ambulatory procedures
 - 2.6 explain why it is important to position electrodes correctly
 - 2.7 identify potential sources of artefact and explain how to recognise them
-

Learning outcome

The learner will:

- 3 be able to prepare to carry out routine electrocardiograph procedures

Assessment criteria

The learner can:

- 3.1 implement health and safety measures relevant to routine electrocardiograph procedures
 - 3.2 apply standard precautions for infection control
 - 3.3 confirm the individual's identity, reason for referral and obtain valid consent
 - 3.4 confirm the individual is fit to undergo the procedure
 - 3.5 inform the individual and carers on the procedure and requirements for their compliance
 - 3.6 identify any factors or special needs which may affect the test or test results
 - 3.7 seek guidance where alternative arrangements are required to meet special needs
 - 3.8 establish the suitability of the equipment for the procedure
 - 3.9 prepare sites and position electrodes, considering any special needs that have been identified
-

Range

(AC3.3) **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

(AC3.3) **Valid consent** must be in line with agreed UK country definition

(AC3.6) **Special needs** may include the need to use alternative positions for placing the electrodes due to dressings, sound supports, limbs missing etc

Learning outcome

The learner will:

- 4 be able to carry out routine electrocardiograph procedures
-

Assessment criteria

The learner can:

- 4.1 inform the individual and their carers on the procedure and the next action
- 4.2 check that an individual's privacy and dignity is maintained at all times
- 4.3 communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 4.4 encourage the individual to relax and remain immobile throughout a resting electrocardiograph
- 4.5 check the individual understands the need for recording signs and symptoms, throughout an ambulatory electrocardiograph
- 4.6 label documents and recording devices in line with local policy and protocol

Unit 349

Undertake treatments and dressings of lesions and wounds

UAN:	D/615/7953
Unit level:	Level 3
Credit value:	4
GLH:	23
Unit aim:	<p>This unit develops the learner in carrying out treatments and dressings for the care of individuals' lesions and wounds.</p> <p>A strong emphasis is placed on knowledge of general infection control and the specific application to the care of wounds/ lesions. An insight into the process of wound healing is also required.</p>
Relationship to NOS:	CHS12

Learning outcome

The learner will:

- 1 understand safety measures specific to undertaking treatments and dressings of lesions and wounds

Assessment criteria

The learner can:

- 1.1 summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking treatments and dressings of lesions and wounds
- 1.2 explain the importance of maintaining compliance with health and safety guidance at all times
- 1.3 explain the importance of using aseptic techniques which follow local guidelines and procedures
- 1.4 explain the importance of wearing personal protective equipment
- 1.5 explain the importance of working within own sphere of competence in relation to undertaking treatments and dressings of lesions and wounds

Learning outcome

The learner will:

- 2 understand wound infection and healing

Assessment criteria

The learner can:

- 2.1 define asepsis, antisepsis and cross infection
 - 2.2 describe the aspects of the anatomy and physiology of the skin which inform the application of dressings
 - 2.3 explain the process of wound healing and identify factors which promote and delay the process
 - 2.4 outline sources and consequences of wound contamination and measures to avoid and deal with these
-

Learning outcome

The learner will:

- 3 understand the rationale for carrying out procedures when treating wounds/lesions

Assessment criteria

The learner can:

- 3.1 identify the types and functions of equipment, materials and dressings used in own work area
 - 3.2 explain the importance of following procedures outlined in the care plan
-

Learning outcome

The learner will:

- 4 be able to prepare to treat and dress lesions and wounds

Assessment criteria

The learner can:

- 4.1 identify own responsibilities and accountability with regard to legislation, policies and procedures while caring for lesions/ wounds
 - 4.2 confirm the individual's identity and gain valid consent to carry out the procedure
 - 4.3 provide information, support and reassurance to address the individual's needs and concerns
 - 4.4 confirm all equipment and materials to be used is fit for purpose as outlined in the care plan
-

4.5 maintain the sterility of dressings prior to and during application

Range

(AC4.2) **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

(AC4.2) **Valid consent** must be in line with agreed UK country definition.

Learning outcome

The learner will:

5 be able to carry out treatments and dressings to lesions/wounds

Assessment criteria

The learner can:

- 5.1 apply standard precautions for infection control
 - 5.2 implement health and safety measures relevant to the procedure and environment
 - 5.3 scrutinise the lesion/wound for any change in appearance
 - 5.4 explain the importance of referring any changes in the wound/lesion or adverse reactions which are outside own competence to the practitioner
 - 5.5 carry out treatments as outlined in the care plan
 - 5.6 observe the individual for adverse reactions while carrying out treatment in accordance with the care plan
 - 5.7 apply/attach dressings in line with the care plan
 - 5.8 deal with hazardous waste
-

Learning outcome

The learner will:

6 be able to record and report outcomes of the activities

Assessment criteria

The learner can:

- 6.1 record outcomes of the activity in line with national/local policy
 - 6.2 report the outcomes of the activity to a member of the care team in line with national/local policy
-

Unit 350

Support the assessment of individuals with sensory loss

UAN:	T/615/9532
Unit level:	Level 3
Credit value:	3
GLH:	22
Unit aim:	The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support assessment of individuals with sensory loss.
Relationship to NOS:	Sensory Services 1, 2, 3, 4, 6, 11.

Learning outcome

The learner will:

- 1 understand the range and purpose of assessment available to individuals with sensory loss

Assessment criteria

The learner can:

- 1.1 identify the different types of assessment available to individuals with sensory loss
- 1.2 outline the purpose of the different types of assessment available to individuals with sensory loss
- 1.3 discuss the importance of holistic assessment for individuals with sensory loss
- 1.4 explain the term 'eligibility criteria' in relation to the assessment of individuals with sensory loss

Range

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

- Sight loss
- Hearing loss
- Deafblindness

Learning outcome

The learner will:

- 2 understand own role and role of others in relation to the assessment of individuals with sensory loss

Assessment criteria

The learner can:

- 2.1 describe the scope of own role and responsibilities in supporting the assessment of individuals with sensory loss
- 2.2 identify the range and roles of others involved in the assessment of individuals with sensory loss
- 2.3 explain the importance of using both formal and informal methods to gather information for assessments
- 2.4 explain the responsibility of self and others in involving individuals with sensory loss with their assessment

Range

(AC2.3) **Formal and informal methods** could include:

- Observation
- Communication
- Feedback from individuals
- Feedback from families / carers / friends
- Deterioration in the environment

Learning outcome

The learner will:

- 3 be able to support the assessment of individuals with sensory loss

Assessment criteria

The learner can:

- 3.1 support the active participation of the individual in shaping the assessment process
- 3.2 agree areas of assessment that will require own input with others
- 3.3 contribute to the assessment within boundaries of own role
- 3.4 observe and record agreed areas for assessment in line with agreed ways of working
- 3.5 provide records to others to support an assessment of an individual with sensory loss adhering to confidentiality agreements and data protection

Learning outcome

The learner will:

- 4 be able to recognise the impact of assessment on the service delivery and an individual's well-being and quality of life

Assessment criteria

The learner can:

- 4.1 discuss with an individual how the outcomes of an assessment have impacted on their well-being and quality of life
- 4.2 evaluate how an assessment has had an impact on own practice and service delivery
- 4.3 reflect how own practice has been adapted following assessment of an individual with sensory loss

Range

(AC4.1) **Well-being** could include:

- Emotional
- Psychological
- Physical

Unit 351

Assist in the administration of oxygen

UAN:	D/615/8245
Unit level:	Level 3
Credit value:	5
GLH:	40
Unit aim:	This unit provides the knowledge, understanding and skills to assist in the administration of oxygen.
Relationship to NOS:	Partial CHS78 and GEN8

Learning outcome

The learner will:

- 1 understand current organisational policies and procedures relating to the use of oxygen

Assessment criteria

The learner can:

- 1.1 explain current organisational policies in relation to the administration of oxygen
- 1.2 explain risk management in relation to oxygen administration
- 1.3 identify where manufacturers' information can be accessed
- 1.4 describe the procedure for reporting and replacing faulty equipment
- 1.5 describe own role and responsibilities during oxygen administration

Learning outcome

The learner will:

- 2 understand respiratory conditions that may require the use of oxygen

Assessment criteria

The learner can:

- 2.1 describe respiratory conditions that may require the use of oxygen

Range

(AC2.1) **Respiratory conditions** may include:

- bronchiolitis
 - asthma
 - cardiac conditions
 - cystic fibrosis
-

Learning outcome

The learner will:

- 3 understand the adverse effects of oxygen and how they can be minimised or prevented

Assessment criteria

The learner can:

- 3.1 describe the adverse effects of oxygen
 - 3.2 describe how the adverse effects of oxygen can be minimised or prevented
-

Learning outcome

The learner will:

- 4 understand resources and equipment used when administering care in response to respiratory conditions

Assessment criteria

The learner can:

- 4.1 describe the difference between portable oxygen containers and static oxygen
 - 4.2 describe the equipment required for administering portable/ home administered oxygen
 - 4.3 describe oxygen gauges and their uses
 - 4.4 describe the differences between face, nasal and mouthpiece applied oxygen
 - 4.5 explain how face, nasal and mouthpiece applied oxygen are used dependent upon care need
 - 4.6 identify when a saturation monitor would be used and describe its functions
 - 4.7 explain portable liquid oxygen uses and flow rates
-

Learning outcome

The learner will:

- 5 be able to monitor and record saturation levels
-

Assessment criteria

The learner can:

- 5.1 monitor saturation levels
 - 5.2 record saturation levels in line with organisational requirements
-

Learning outcome

The learner will:

- 6 be able to assist in the preparation and administration of oxygen for individuals

Assessment criteria

The learner can:

- 6.1 apply standard precautions for infection prevention and control
 - 6.2 communicate with the individual and/ or relevant others in a way which represents their needs and wishes
 - 6.3 obtain valid consent from the individual or relevant others
 - 6.4 prepare resources and equipment prior to assisting in the administration of oxygen
 - 6.5 assist in the administration of oxygen
 - 6.6 dispose of waste in line with local policy and procedures
 - 6.7 maintain records in line with organisational requirements
-

Range

(AC6.1 - **Individuals** refers to someone requiring care or support; it will usually mean the person , AC6.7) or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

(AC6.2) **Relevant others** may include:

- Parent/s
- Carer
- Those with parental responsibility

(AC6.3) **Valid consent** must be in line with agreed UK country definition

Unit 352

Undertake tissue viability risk assessments

UAN:	L/615/8211
Unit level:	Level 3
Credit value:	3
GLH:	16
Unit aim:	The aim of this unit is to equip learners with the knowledge and skills required to ensure that individuals maintain skin integrity as far as is practicably possible.
Relationship to NOS:	CHS4

Learning outcome

The learner will:

- 1 understand the need for tissue viability risk assessment

Assessment criteria

The learner can:

- 1.1 describe the anatomy and physiology of healthy skin
- 1.2 describe the changes that occur when damage caused by pressure develops
- 1.3 explain when an initial tissue viability risk assessment may be required
- 1.4 describe what to look for when assessing the condition of the skin
- 1.5 describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown
- 1.6 describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown

Learning outcome

The learner will:

- 2 be able to undertake tissue viability risk assessment

Assessment criteria

The learner can:

- 2.1 identify individuals who may be at risk of impaired tissue viability and skin breakdown
 - 2.2 apply standard precautions for infection prevention and control
 - 2.3 inspect the general condition of an individual's skin
 - 2.4 identify the sites where pressure damage might occur using appropriate assessment tools
 - 2.5 complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy
 - 2.6 use safe handling techniques when assisting the individual to move during the assessment
 - 2.7 encourage the active participation of the individual and others where applicable
-

Range

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

(AC2.7) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

(AC2.7) **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 record and report on tissue viability risk assessment

Assessment criteria

The learner can:

- 3.1 complete tissue viability risk assessment documentation
 - 3.2 share findings with appropriate staff and the individual
 - 3.3 notify appropriate staff of any immediate concerns in line with local policies and guidance
-

Learning outcome

The learner will:

- 4 understand when the risk assessment should be reviewed

Assessment criteria

The learner can:

- 4.1 explain why the tissue viability risk assessment should be regularly reviewed and repeated
- 4.2 explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate

Unit 353

Understand physical disability

UAN:	H/615/9543
Unit level:	Level 3
Credit value:	2
GLH:	22
Unit aim:	This unit covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.

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 the importance of recognising the centrality of the individual rather than the disability
- 1.2 explain the importance of an assessment being person centred
- 1.3 compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only

Learning outcome

The learner will:

- 2 understand the concept of physical disability

Assessment criteria

The learner can:

- 2.1 define the term physical disability
- 2.2 describe the terms congenital, acquired, neurological and progressive when used in relation to physical disability, giving examples of each

- 2.3 explain the emotional impact of a progressive disability on the individual
 - 2.4 compare the different impacts on individuals that congenital and progressive disabilities can have
-

Learning outcome

The learner will:

- 3 understand the impact of living with a physical disability within society

Assessment criteria

The learner can:

- 3.1 describe environmental and social barriers that can have a disabling effect on an individual with a physical disability
 - 3.2 analyse the socio-economic effects of physical disability on an individual
 - 3.3 explain the changes that have occurred in society resulting from disability focused legislation
 - 3.4 analyse the extent of improvements for the individual as a result of disability focused legislation
 - 3.5 explain the effects a physical disability can have on an individual's life choices
 - 3.6 explain how attitudes either promote a positive or negative perception of disability
-

Range

(AC3.5) **Life choices:**

- Physical health
 - Education
 - Housing
 - Employment
 - Access to cultural/leisure activities
 - Mobility
 - Sexuality
-

Learning outcome

The learner will:

- 4 understand the importance of promoting inclusion and independence

Assessment criteria

The learner can:

- 4.1 explain the importance of independence and inclusion for individuals with physical disabilities
 - 4.2 describe ways that inclusion and independence can be promoted
-

- 4.3 explain the importance of the individual having control of choices and decisions
- 4.4 analyse the importance of positive risk-taking for the individual with physical disabilities
- 4.5 explain how to encourage the individual to take positive risks while maintaining safety
- 4.6 explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes

Unit 354

Work with other professionals and agencies to support individuals with physical disability

UAN:	K/615/9544
Unit level:	Level 3
Credit value:	3
GLH:	23
Unit aim:	This unit is aimed at those who provide care or support to individuals with disabilities in a wide range of settings. It involves working with the individual to identify the support required and working with professionals and/or other agencies where the support sits outside own role.

Learning outcome

The learner will:

- 1 understand the contribution that other professionals and agencies can make to support individuals with physical disabilities

Assessment criteria

The learner can:

- 1.1 describe circumstances when it would be important to involve other professionals
- 1.2 explain the different referral processes to gain the support of other professionals
- 1.3 describe provision available from specialist agencies
- 1.4 analyse the impact specialist agencies have on providing a wider menu of services for the individual
- 1.5 describe the values and skills which underpin joint working with other professionals and agencies

Range

(AC1.1) **Professionals:**

- Physiotherapist
- Occupational Therapist
- Nurse

- GP
- Social Worker
- Dietician
- Speech and Language Therapist

(AC1.3) **Agencies** this can include:

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

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

Learning outcome

The learner will:

- 2 be able to assess the needs of individuals with physical disabilities for inclusive social care provision

Assessment criteria

The learner can:

- 2.1 assess when an individual's needs require input from other agencies and professionals
- 2.2 give the individual information about provision options so that informed choices can be made
- 2.3 agree with the individual what they hope to achieve through referral to another agency and/or professional

Learning outcome

The learner will:

- 3 be able to demonstrate partnership working

Assessment criteria

The learner can:

- 3.1 make a referral to other professionals and/or agencies following agreed ways of working
- 3.2 use verbal communication skills in making the individual's needs and wishes known
- 3.3 ensure written communication represents the individual's needs and wishes
- 3.4 work in partnership with other agencies and or professionals to support the individual to meet their needs
- 3.5 evaluate the outcomes of partnership working for the individual
- 3.6 document the work carried out with other professionals and or agencies

Unit 355

Support individuals with multiple conditions and/or disabilities

UAN:	T/615/9546
Unit level:	Level 3
Credit value:	3
GLH:	25
Unit aim:	The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support individuals with multiple conditions and/or disabilities.
Relationship to NOS:	This unit is linked to SS OP 3.4

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 describe different types of multiple conditions and/or disabilities
- 1.2 explain how multiple conditions and/or disabilities may impact on individuals opportunity and ability, and ability to participate in a range of activities

Range

(AC1.1, **Multiple conditions and/or disabilities** could include a combination of factors relating AC1.2) to:

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

(AC1.2) **Activities** could include:

- Education
- Employment

- Leisure activities
 - Social activities
 - Household or domestic tasks
-

Learning outcome

The learner will:

- 2 understand own role in supporting individuals with multiple conditions and/or disabilities

Assessment criteria

The learner can:

- 2.1 describe own role in supporting the well-being of individuals with multiple conditions and/or disabilities
- 2.2 explain the steps to take when actions may be outside of the scope of own role and responsibilities
-

Range

(AC2.1) **Well-being** could include

- Emotional
 - Psychological
 - Physical
-

Learning outcome

The learner will:

- 3 understand the support available for individuals with multiple conditions and/or disabilities

Assessment criteria

The learner can:

- 3.1 research the roles of professionals and specialist services which provide support to individuals with multiple conditions and/or disabilities in own local area
- 3.2 explain the range of resources and equipment available to support the additional needs of individuals with multiple conditions, co morbidities and/or disabilities
- 3.3 explain the importance of informal networks in providing support to individuals with multiple conditions, co morbidities and/or disabilities
-

Range

(AC3.3) **Informal networks** could include:

- Family
-

- Friends
 - Neighbours
 - Special interest groups
-

Learning outcome

The learner will:

- 4 be able to assist individuals with multiple conditions and/or disabilities

Assessment criteria

The learner can:

- 4.1 support an individual to identify needs and preferences
 - 4.2 explain any resources or specialist equipment that may be required to support an individual to engage in activities
 - 4.3 support an individual to engage in activities that meet their needs and preferences
-

Learning outcome

The learner will:

- 5 be able to evaluate the support provided to an individual to engage in activities

Assessment criteria

The learner can:

- 5.1 review with the individual and/or others, how well the activities have met the identified needs and preferences
 - 5.2 reflect on own support to an individual to engage in activities
 - 5.3 explain where additional advice, guidance or support can be accessed to improve own practice
 - 5.4 adapt own practice to support the needs of the individual
-

Unit 356

Prepare to support individuals within a shared lives arrangement

UAN:	F/615/9548
Unit level:	Level 3
Credit value:	4
GLH:	31
Unit aim:	This unit provides the knowledge and skills required for those preparing to support an individual within a shared lives arrangement.
Relationship to NOS:	HSC 0333

Learning outcome

The learner will:

- 1 understand how shared lives arrangements can benefit individuals

Assessment criteria

The learner can:

- 1.1 describe the potential benefits to individuals of being supported through a shared lives arrangement
- 1.2 explain how a shared lives arrangement can promote person centred support that enables individuals to take responsibility for decisions about their lives and actions

Learning outcome

The learner will:

- 2 be able to access and share information relevant to the provision of a shared lives arrangement for individuals

Assessment criteria

The learner can:

- 2.1 establish with the people organising the provision of a shared lives arrangement the information and support required by self and key people

- 2.2 share with key people information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement
-

Learning outcome

The learner will:

- 3 be able to address the potential impact on key people of providing a shared lives arrangement

Assessment criteria

The learner can:

- 3.1 establish with key people the potential effects on their lives of providing a shared lives arrangement for an individual
- 3.2 establish with key people any concerns and issues in relation to providing a shared lives arrangement for an individual
- 3.3 agree any changes required in order to provide a shared lives arrangement for individuals
- 3.4 identify with key people strategies for dealing with any potential areas of conflict
-

Learning outcome

The learner will:

- 4 be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement

Assessment criteria

The learner can:

- 4.1 evaluate own knowledge, understanding and skills in relation to supporting an individual in a shared lives arrangement
- 4.2 investigate ways to fill gaps in own knowledge, understanding and skills
-

Unit 357

Provide support for individuals within a shared lives arrangement

UAN:	J/615/9549
Unit level:	Level 3
Credit value:	4
GLH:	35
Unit aim:	This unit provides the knowledge and skills required for those supporting an individual within a shared lives arrangement.
Relationship to NOS:	HSC 0334.

Learning outcome

The learner will:

- 1 understand how to establish the needs, background, experiences, wishes, preferences and choices of an individual

Assessment criteria

The learner can:

- 1.1 explain how a knowledge of the individual's needs, wishes, preferences and history can support an individual entering a shared lives arrangement
- 1.2 describe ways of supporting an individual to communicate their own background, experiences, wishes and preferences
- 1.3 identify other potential sources of support and information regarding the experiences, wishes, needs and choices of an individual

Learning outcome

The learner will:

- 2 be able to identify how an individual's needs can be met through a shared lives arrangement

Assessment criteria

The learner can:

- 2.1 work with the individual and others to assess how identified requirements can be met within the shared lives arrangement
 - 2.2 work with the individual and others to identify factors that may affect the individual's integration into the home environment
-

Learning outcome

The learner will:

- 3 know how to address potential power imbalances in a shared lives arrangement

Assessment criteria

The learner can:

- 3.1 explain how sharing own home may create a sense of power imbalance between an individual, self and key people
 - 3.2 identify ways that potential power imbalances may be addressed to promote full membership of the household
 - 3.3 identify strategies that could be used to address conflicts and disagreements
-

Range

(AC3.1) **Key people** may include:

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

Learning outcome

The learner will:

- 4 be able to assist individuals to adjust to the home environment

Assessment criteria

The learner can:

- 4.1 provide a welcoming and supportive environment for an individual with the help of key people
 - 4.2 provide opportunities for the individual to meet and get to know key people
 - 4.3 support the individual to settle into the home environment
 - 4.4 support the individual to communicate their thoughts and feelings about sharing the home environment
 - 4.5 describe actions to take if an individual is distressed
-

4.6 provide opportunities for the individual's continued personal and social development

Learning outcome

The learner will:

5 be able to support key people to adjust to a shared lives arrangement

Assessment criteria

The learner can:

- 5.1 establish with key people any adjustments that might need to be made to support an individual within the home
 - 5.2 work with the individual and key people to agree 'house rules' in order to minimise potential difficulties
 - 5.3 describe ways to balance the needs of key people and the individual
 - 5.4 support key people to participate in the shared lives arrangement
-

Range

(AC5.4) **Shared lives arrangement** may include:

- Long term accommodation support
 - Short breaks
 - Day time support
 - Kinship support
 - Adult placement (Wales)
-

Learning outcome

The learner will:

6 be able to contribute to on-going review of the shared lives arrangement

Assessment criteria

The learner can:

- 6.1 provide regular feedback on the shared lives arrangement in line with agreed ways of working
 - 6.2 work with the individual, key people and those organising the shared lives arrangement to review its effectiveness
-

Unit 358

Promote active support

UAN:	F/615/9551
Unit level:	Level 3
Credit value:	3
GLH:	25
Unit aim:	The purpose of this unit is to provide the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and providing direct support and assistance to individuals.
Relationship to NOS:	This unit is linked to HSC 0328, 0329, 0339, 0344.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 compare the characteristics associated with active support and the hotel model in relation to an individual's support
- 1.2 identify practical changes that could be made within a service setting to:
 - 1.2 a promote an individual's independence
 - 1.2 b support informed choices
 - 1.2 c improve quality of life and sense of well-being

Range

- (AC1.1) **Active support** is a person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life
- (AC1.1) **Hotel model** refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 assess the levels of help an individual would need to participate in a range of new activities
- 2.2 use task analysis to break a range of new activities into manageable steps for an individual
- 2.3 evaluate different ways of positively reinforcing an individual's participation in a range of new activities
- 2.4 demonstrate positive interaction with an individual to promote successful participation in a range of new activities

Range

- (AC2.1) **Levels of help** refer to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible
- (AC2.2) **Task analysis** refers to breaking down tasks into small, manageable steps as in recipes or DIY guides. The size of each step or number of steps for a specific task should vary according to the individual's ability or need for support
- (AC2.3) **Positively reinforcing** refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (e.g. drinking a cup of tea the individual has just made) or other things that the individual particularly likes (e.g. Praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.
- (AC2.4) **Positive interaction** refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity

Learning outcome

The learner will:

- 3 be able to develop and implement person-centred daily plans to promote participation

Assessment criteria

The learner can:

- 3.1 develop daily plans with the individual and others to ensure a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement
- 3.2 support the implementation of daily plans that promote an individual's participation in a range of activities

- 3.3 review and revise an individual's daily plan with the individual and others to increase the opportunities for participation
-

Range

- (AC3.1) **Valued range of activities** refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities
- (AC3.1) **Disengagement** means doing no constructive or meaningful activity, and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact
-

Learning outcome

The learner will:

- 4 be able to use person-centred records to evaluate an individual's participation in activities

Assessment criteria

The learner can:

- 4.1 develop a person-centred record to monitor an individual's participation in activities
- 4.2 review an individual's participation in activities to assess changes over time
- 4.3 evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle
- 4.4 explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life
-

Range

- (AC4.3) **Valued lifestyle** refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities

Unit 359

Support individuals with a learning disability to access healthcare

UAN:	L/615/9553
Unit level:	Level 3
Credit value:	3
GLH:	20
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills necessary to support individuals with a learning disability to access and use a variety of healthcare services. It requires knowledge of the specific issues that a person with learning disabilities may experience when accessing healthcare services, ways of overcoming these issues, and how best to support an individual in a professional manner. It also requires the demonstration of skills in person-centred practice related to accessing healthcare services.
Relationship to NOS:	This unit is linked to SCDHSC0330

Learning outcome

The learner will:

- 1 understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare

Assessment criteria

The learner can:

- 1.1 describe what is meant by a rights based approach to accessing healthcare
- 1.2 outline the main points of legislation that exists to support a rights based approach
- 1.3 explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision
- 1.4 explain how to support an individual to give informed consent in line with legislation, policies or guidance
- 1.5 explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities

Range

(AC1.5) **Healthcare services** may include:

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

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 learning disabilities

Assessment criteria

The learner can:

- 2.1 explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities
 - 2.2 explain the range of health checks available to individuals to support good health and well-being
 - 2.3 explain the importance of routine healthcare checks
-

Range

(AC2.1) **Plans for healthcare:** In England this refers to/should include Health Action Plans

Learning outcome

The learner will:

- 3 Be able to complete and review plans for healthcare

Assessment criteria

The learner can:

- 3.1 identify those involved in the process of completing and reviewing plans for healthcare
 - 3.2 complete plans for healthcare with an individual
 - 3.3 review plans for healthcare with an individual
-

Learning outcome

The learner will:

- 4 understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services
-

Assessment criteria

The learner can:

- 4.1 explain why an individual with learning disabilities may face additional barriers when accessing healthcare services.
 - 4.2 describe barriers to accessing healthcare services that an individual with learning disabilities may experience
 - 4.3 explain ways to overcome barriers to accessing healthcare services
-

Learning outcome

The learner will:

- 5 be able to support an individual with learning disabilities when accessing a variety of healthcare services

Assessment criteria

The learner can:

- 5.1 use a person-centred approach to support an individual to access healthcare services
 - 5.2 provide accessible information related to healthcare to individuals
 - 5.3 work with others when supporting an individual to access healthcare services
 - 5.4 support individuals in a range of practical healthcare situations
 - 5.5 support the individual to make safe choices with regard to treatments and medication
 - 5.6 record details of a healthcare visit in a format that an individual with learning disabilities can understand
 - 5.7 identify an individual's needs to healthcare professionals to ensure that the service can be accessed
-

Range

(AC5.1) **Person-centred** reflects what is important to individuals and helps them to live the life they choose.

(AC5.4) **Practical healthcare situations** includes:

- Making and keeping a routine health check appointment
- Making a complaint about a healthcare professional
- Describing pain or other symptoms to a healthcare professional
- Spending a night in hospital and having a medical procedure.

(AC5.5) **Treatments and medication** may include: complementary therapies, self-medicating, over the counter medicine.

Unit 360

Support individuals with self-directed support

UAN:	Y/615/9555
Unit level:	Level 3
Credit value:	5
GLH:	35
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this unit.
Relationship to NOS:	HSC0035.

Learning outcome

The learner will:

- 1 understand self-directed support

Assessment criteria

The learner can:

- 1.1 explain the principles underpinning self-directed support and how this differs from traditional support
- 1.2 explain the benefits of an individual having self-directed support
- 1.3 explain how current legislation and agreed ways of working underpin self-directed support
- 1.4 explain what the following terms mean:
 - 1.4 a indicative allocation
 - 1.4 b supported self-assessment
 - 1.4 c support plan
 - 1.4 d outcome focused review
- 1.5 outline the possible barriers to self-directed support

Range

(AC1.1) **Self-directed support:** puts the person in need of support in control of that support

Learning outcome

The learner will:

- 2 understand how to support individuals to direct their own support and develop their support plan

Assessment criteria

The learner can:

- 2.1 explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported
- 2.2 explain how individuals can direct their own support if they do not have a personal budget
- 2.3 explain how person-centred planning can be used to inform a support plan
- 2.4 explain the roles of others who can assist individuals in developing their support plan
- 2.5 describe different ways that individuals can develop a support plan
- 2.6 describe what might be included in the costings for a support plan

Range

(AC2.1) **Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.

Learning outcome

The learner will:

- 3 understand the different ways that individuals can use their personal budget

Assessment criteria

The learner can:

- 3.1 explain the different ways that individuals can use their personal budget to buy support
- 3.2 research ways that individuals can spend their personal budget other than buying social care services
- 3.3 explain what restrictions may be imposed on personal budgets
- 3.4 describe the criteria that are used to sign off a support plan
- 3.5 describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe

Learning outcome

The learner will:

- 4 be able to support individuals to direct their support

Assessment criteria

The learner can:

- 4.1 support an individual to express what is important to them in how they want to be supported in the future
 - 4.2 use person-centred thinking tools to support an individual to have maximum choice and control in their life
 - 4.3 use person-centred thinking tools to support an individual to develop their support plan
 - 4.4 support an individual to identify any others who could work with them to develop their support plan
-

Range

(AC4.2) **Person-centred thinking tools** include:

- Important to/for (recorded as a one page profile)
 - Working/Not working
 - The doughnut
 - Matching staff
 - Relationship circle
 - Communication charts
 - plus 1 questions
 - Citizenship tool
 - Decision making agreement
 - Presence to contribution
 - Dreaming
 - Community connecting related tools:
 - Who am I? My gifts and capacities
 - Hopes and Fears
 - Mapping our network
 - Passion audit
 - Capacity mapping
 - Who am I – My places
-

Learning outcome

The learner will:

- 5 be able to support individuals to use their personal budget in different ways

Assessment criteria

The learner can:

- 5.1 support an individual to understand the different ways they could develop their support plan
 - 5.2 support an individual to understand what restrictions may be imposed on their personal budget
 - 5.3 support an individual to think about different options for spending their personal budget
-

- 5.4 demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget
-

Learning outcome

The learner will:

- 6 be able to support individuals with an outcome-focused review

Assessment criteria

The learner can:

- 6.1 explain the process of an outcome-focused review
6.2 support an individual to prepare for an outcome-focused review
6.3 support an individual to be at the centre of the review process.

Unit 361

Support individuals with cognition or learning difficulties

UAN:	F/615/8013
Unit level:	Level 3
Credit value:	5
GLH:	34
Unit aim:	This unit aims to develop the learner's ability to support individuals with cognition or learning difficulties at the direction of the therapist. Knowledge of cognition and learning difficulties is paramount in order to apply theory to practice
Relationship to NOS:	GEN86

Learning outcome

The learner will:

- 1 understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with cognition or learning difficulties

Assessment criteria

The learner can:

- 1.1 summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role

Learning outcome

The learner will:

- 2 understand cognitive or learning difficulties

Assessment criteria

The learner can:

- 2.1 identify the cognitive skills required for learning
- 2.2 explain how global learning difficulties and specific learning difficulties affect learning
- 2.3 explain how cognitive difficulties affect language development and communication

- 2.4 explain the effects of learning difficulties on perception, memory and information processing
 - 2.5 describe the cognition or learning difficulties encountered in own practice and the implications on providing support for learning activities
 - 2.6 explain the importance of active learning for individuals with cognition or learning difficulties and how this can be promoted
 - 2.7 explain the potential effects of medication on individuals with cognition or learning difficulties
-

Range

(AC2.6) **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 assist the therapist to prepare learning activities

Assessment criteria

The learner can:

- 3.1 obtain information about the individual's cognition or learning needs and the planned learning activities
 - 3.2 work with the therapist to identify approaches to enable and motivate the individual to develop learning strategies
 - 3.3 obtain and use suitable equipment and materials to support the individual's learning needs
 - 3.4 adapt teaching and learning materials at the direction of the therapist to suit the individual's learning needs
 - 3.5 describe modifications to learning activities which can be made to improve an individual's progress
-

Learning outcome

The learner will:

- 4 be able to support individuals with learning tasks

Assessment criteria

The learner can:

- 4.1 support, encourage, praise and reassure the individual to help them with learning tasks and following instructions
 - 4.2 provide information, advice and opportunities to enable and encourage the individual to decide on own learning
-

- 4.3 monitor the individual's responses to learning activities and use appropriate strategies to improve achievement
 - 4.4 use a range of methods to help the individual understand the environment and the use of objects
 - 4.5 sequence and structure learning activities and the environment as directed by the therapist so the individual develops:
 - 4.5 a organisational skills
 - 4.5 b information processing skills
 - 4.5 c problem solving skills
 - 4.6 explain the use of educational/behaviour support plans
-

Learning outcome

The learner will:

- 5 be able to assist in reviewing learning

Assessment criteria

The learner can:

- 5.1 feed back to the therapist on the individual's learning achievements and any problems encountered
- 5.2 help individuals to review their achievements and plan for future learning

Unit 362

Understand long term conditions and frailty

UAN:	L/615/8242
Unit level:	Level 3
Credit value:	3
GLH:	20
Unit aim:	This unit covers the knowledge required to understand how frailty and long term conditions can affect individuals across the lifespan.
Relationship to NOS:	N/A

Learning outcome

The learner will:

- 1 understand frailty and the impact of this on individuals

Assessment criteria

The learner can:

- 1.1 explain what frailty means
- 1.2 describe how to assess frailty in individuals
- 1.3 explain how frailty impacts across the lifespan of an individual
- 1.4 explain the factors which have an impact on an individual's family
- 1.5 explain the effects frailty may have on individuals

Range

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

- Complex needs
- Age
- Mental health or cognition
- Physical or sensory impairment
- Behaviour
- Disability
- Ill health

- Poly-pharmacy

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

(AC1.5) **Effects:** include:

- Physical
- Psychological
- Social
- Emotional

Learning outcome

The learner will:

- 2 understand long term conditions

Assessment criteria

The learner can:

- 2.1 explain long term conditions within own area of work and how they can be:
 - 2.1 a prevented
 - 2.1 b managed
- 2.2 explain the factors that contribute to an individual's risk of developing a long term condition
- 2.3 explain what co-morbidity is
- 2.4 describe how co-morbidity can impact on an individual's quality of life
- 2.5 describe how a long term condition relates to end of life care
- 2.6 explain the psychological impact on individuals living with a long term condition
- 2.7 explain how advance care planning can be useful for individuals and what needs to be considered prior to discussion

Learning outcome

The learner will:

- 3 know how to support individuals with frailty or long term conditions

Assessment criteria

The learner can:

- 3.1 explain the importance of involving the individual and others in decisions about the care they receive in relation to their frailty or long term condition
- 3.2 describe the sources of support available for individuals and others in relation to managing their frailty or long term condition
- 3.3 explain how to recognise a reversible condition in an individual and the actions to take
- 3.4 explain how to recognise if an individual is entering the terminal phase of their condition and the actions to take

3.5 explain ways to support frail individuals across their lifespan

Range

(AC3.2) **Sources of support** include:

- Community and voluntary groups
- Self-help group support
- Benefits
- Personal health budget
- Expert patients
- Specialised equipment

(AC3.3) **Reversible condition** can include:

- Infection e.g. Chest, urinary tract
- Anaemia
- Fluid overload

Unit 363

Understand the process and experience of dementia

UAN:	K/615/7941
Unit level:	Level 3
Credit value:	3
GLH:	22
Unit aim:	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Learning outcome

The learner will:

- 1 understand the neurology of dementia

Assessment criteria

The learner can:

- 1.1 describe a range of causes of dementia syndrome
- 1.2 describe the types of memory impairment commonly experienced by individuals with dementia
- 1.3 explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
- 1.4 explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
- 1.5 explain why the abilities and needs of an individual with dementia may fluctuate

Range

(AC1.2) **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 the impact of recognition and diagnosis of dementia

Assessment criteria

The learner can:

- 2.1 describe the impact of early diagnosis and follow-up to diagnosis
 - 2.2 explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
 - 2.3 explain the process of reporting possible signs of dementia within agreed ways of working
 - 2.4 describe the possible impact of receiving a diagnosis of dementia on:
 - 2.4 a the individual
 - 2.4 b their family and friends
-

Learning outcome

The learner will:

- 3 understand how dementia care must be underpinned by a person centred approach

Assessment criteria

The learner can:

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

Unit 364

End of life and dementia care

UAN:	H/615/8182
Unit level:	Level 3
Credit value:	2
GLH:	10
Unit aim:	The purpose of this unit is to provide the learner with the knowledge and understanding required to understand considerations for individuals with dementia at end of life.

Learning outcome

The learner will:

- 1 understand considerations for individuals with dementia at end of life

Assessment criteria

The learner can:

- 1.1 outline the reasons why dementia can be regarded as a terminal illness
- 1.2 identify the indicators that an individual with dementia is approaching the terminal phase of their illness
- 1.3 compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia
- 1.4 explain why it is important that end of life care for an individual with dementia must be person-centred
- 1.5 explain why individuals with dementia need to be supported to make advance care plans as early as possible

Range

(AC1.4) **Person-centred** including spiritual well-being

Learning outcome

The learner will:

- 2 understand how to support individuals with dementia affected by symptoms at end of life

Assessment criteria

The learner can:

- 2.1 explain the symptoms which may be experienced by individuals with dementia at the end of life
 - 2.2 explain why symptoms in individuals with dementia are often poorly recognised and undertreated
 - 2.3 describe ways to assess whether an individual with dementia is in pain or distress
 - 2.4 describe ways to support individuals with dementia to manage their symptoms at end of life using
 - 2.4 a medication
 - 2.4 b non medication techniques
-

Range

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

- Physical e.g. Pain, nausea, constipation, dysphagia, nutrition, hydration
 - Psychosocial e.g. Distress, restlessness, agitation
 - Behaviour that challenges
 - Emotional pain
-

Learning outcome

The learner will:

- 3 understand how to support carers of individuals with dementia at end of life

Assessment criteria

The learner can:

- 3.1 Explain why carers may experience guilt and stress at the end of life of an individual with dementia
 - 3.2 describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia
 - 3.3 describe how others caring for individuals with dementia may experience loss and grief
 - 3.4 describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life
 - 3.5 give examples of how to support carers and others to support an individual with dementia in the final stages of their life
-

Range

(AC3.3) **Others** may include:

- Team members
-

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

Unit 365

Facilitate and monitor housing and accommodation services to support individuals with mental health needs

UAN:	A/602/4410
Unit level:	Level 3
Credit value:	5
GLH:	32
Unit aim:	This unit is intended for those who work directly with housing and accommodation services to enable them to support individuals with mental health needs.
Relationship to NOS:	SCDHSC0349

Learning outcome

The learner will:

- 1 understand legislation, national guidelines, policies, protocols and good practice guidelines related to working with housing and accommodation agencies supporting individuals with mental health needs

Assessment criteria

The learner can:

- 1.1 summarise current legislation, national guidelines, policies, protocols and good practice guidelines for working with an individual with mental health needs
- 1.2 summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of housing and accommodation for an individual with mental health needs

Range

- (AC1.1) **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner
- (AC1.2) **Housing and accommodation** covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places.

Learning outcome

The learner will:

- 2 understand the nature and operation of the housing sector as related to people with mental health needs

Assessment criteria

The learner can:

- 2.1 explain the role of the principal agencies within the housing sector which develop housing and accommodation for individuals with mental health needs
- 2.2 explain the impact of homelessness on mental health needs
- 2.3 describe the different types of accommodation that are available with reference to an individual's mental health needs
- 2.4 compare different types of accommodation in terms of the support they offer to an individual with mental health needs
- 2.5 explain the influence of age and type of mental health needs on decisions made relating to housing
- 2.6 describe the practical and emotional skills required to live independently

Learning outcome

The learner will:

- 3 be able to facilitate the arrangement of housing and accommodation services for individuals with mental health needs

Assessment criteria

The learner can:

- 3.1 support the individual to prepare for attending housing and accommodation services
- 3.2 discuss the individual's housing and accommodation needs with housing and accommodation services
- 3.3 explain the factors that need to be considered when arranging housing and accommodation to meet the individual's needs
- 3.4 confirm that steps have been taken to maintain an individual's privacy and dignity at all times
- 3.5 confirm that steps have been taken to treat individuals with equality and that they are not discriminated against due to mental health needs
- 3.6 provide information to the housing and accommodation services in line with local policy and protocol
- 3.7 explain own role in assisting housing and accommodation services

Learning outcome

The learner will:

- 4 be able to monitor the provision of housing and accommodation services for individuals with mental health needs

Assessment criteria

The learner can:

- 4.1 maintain contact with housing and accommodation workers to review arrangements in line with local policy and protocol
- 4.2 monitor an individual's progress in maintaining housing responsibilities
- 4.3 respond to any issues that interfere with the housing and accommodation arrangements
- 4.4 support partnership arrangements in maintaining housing and accommodation for an individual with mental health needs

Learning outcome

The learner will:

- 5 be able to keep records relating to individuals housing and accommodation

Assessment criteria

The learner can:

- 5.1 update records on the individual's progress with their housing and accommodation in line with local policy and protocol
- 5.2 collate records to contribute to data collection on work carried out with housing and accommodation services

Unit 366

Knowledge, skills and behaviour expected of a lead adult care worker

UAN:	H/615/9557
Unit level:	Level 3
Credit value:	3
GLH:	25
Unit aim:	This unit aims to provide underpinning knowledge and opportunities to develop the skills required to be a lead adult care worker. It links to the values and behaviours expected in adult care work and explores the responsibility to mentor and support other care workers.

Learning outcome

The learner will:

- 1 know the behaviours expected of the lead adult care worker

Assessment criteria

The learner can:

- 1.1 describe the personal attributes and behaviours expected of all adult care workers carrying out their roles
- 1.2 explain how the role of lead adult care worker differs from that of an adult care worker
- 1.3 describe the lead adult care workers role in supporting recruitment and induction of new staff
- 1.4 explain the responsibility of a lead adult care worker to promote care practices that:
 - 1.4 a are compassionate
 - 1.4 b are person-centred
 - 1.4 c are competent
 - 1.4 d promote dignity
 - 1.4 e obtain informed consent
- 1.5 describe the lead adult care workers responsibility for supporting and developing care workers
- 1.6 outline ways of supporting care workers to produce accurate and effective written and electronic records
- 1.7 describe ways of maintaining a positive attitude towards work for self and colleagues

- 1.8 describe signs and symptoms of stress in self and colleagues
 - 1.9 describe ways to promote resilience in self and others
 - 1.10 explain the actions to take if there are concerns about the practice of an adult social care worker
 - 1.11 explain how to seek help and advice in situations that are challenging or unfamiliar
 - 1.12 identify sources of information about specific conditions and how these may be relevant to individuals using services
-

Range

(AC1.7) **Colleagues** may include:

- care workers
- lead care workers
- administrative or support staff

(AC1.12) **Specific conditions** may include:

-)
- physical condition
 - personal circumstances
 - mental health and well-being
-

Learning outcome

The learner will:

- 2 be able to demonstrate the skills and behaviours expected of a lead adult care worker

Assessment criteria

The learner can:

- 2.1 lead and mentor colleagues to carry out their role effectively
- 2.2 contribute to the induction process for new adult care workers
- 2.3 model good practice when working with adult care workers
- 2.4 show initiative and leadership in practice
- 2.5 support and mentor colleagues in situations that they find challenging or difficult.
- 2.6 use research to advice colleagues about specific conditions and implications for practice

Unit 367

Understand the impact of acquired brain injury on individuals

UAN:	K/615/9558
Unit level:	Level 3
Credit value:	3
GLH:	25
Unit aim:	The aim of the unit is to acquire knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.

Learning outcome

The learner will:

- 1 understand Acquired Brain Injury

Assessment criteria

The learner can:

- 1.1 define acquired brain injury
- 1.2 describe possible causes of acquired brain injury
- 1.3 explain the difference between a traumatic brain injury and other forms of acquired brain injury
- 1.4 describe brain injuries that are:
 - 1.4 a mild
 - 1.4 b moderate
 - 1.4 c severe

Learning outcome

The learner will:

- 2 understand the impact on individuals of Acquired Brain Injury

Assessment criteria

The learner can:

- 2.1 discuss initial effects of Acquired Brain Injury on the individual
 - 2.2 explain 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 effects
 - 2.3 explain the concepts of loss in relation to Acquired Brain Injury for individuals and carer
-

Range

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

(AC2.3) **Concepts of loss:** Models of bereavement e.g. Kubler-Ross and Warden

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 define dysphasia and dysarthria
 - 3.2 explain the effects of dysphasia and dysarthria on communication
 - 3.3 compare the different techniques required to support an individual with dysphasia and dysarthria
 - 3.4 explain the difficulties that may be experienced when communicating with an individual who cannot respond
 - 3.5 evaluate different intervention strategies and assistive tools that support communication
-

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 explain the impact of personality changes on the individual
 - 4.2 explain the impact of personality changes on those caring for the individual
-

- 4.3 explain how lack of self-awareness/insight may affect the individual
- 4.4 explain the skills needed to support the individual and family/carers to come to terms with personality changes
-

Range

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

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

(AC4.3) **Self-awareness:** Ability to understand the impact of behaviour on others

(AC4.4) **Carers** include:

- Spouse/partner
 - Child
 - Parent
 - Sibling
 - Friend
-

Learning outcome

The learner will:

- 5 understand the impact of behaviour that challenges

Assessment criteria

The learner can:

- 5.1 explain behaviours which are considered challenging
- 5.2 analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour
- 5.3 explain measures that should be taken to manage the risk from behaviour that challenges
- 5.4 explain the process for reporting and referring behaviour that challenges
-

Range

(AC5.3) **Measures:** Actions required to manage risk, e.g.

- Policies
 - Supervision
 - Support from colleagues
 - Make a risk assessment
 - Risk management plan
-

Unit 368

Understand stroke care management

UAN:	H/615/9560
Unit level:	Level 3
Credit value:	4
GLH:	36
Unit aim:	The aim of this unit is to provide an understanding of legislation, guidelines and best practice in stroke care management. It will enable learners to explore the effects of stroke on an individual and to provide an understanding of how a person centred approach may support stroke care management.

Learning outcome

The learner will:

- 1 understand how to support individuals to manage stroke according to legislation, policy and guidance

Assessment criteria

The learner can:

- 1.1 describe current policy and guidance related to supporting individuals with stroke
- 1.2 describe current best practice in initial care of individuals who have had a stroke
- 1.3 explain how an individual could be encouraged to review their lifestyle and promote their own health and well-being following a stroke or transient ischaemic attack (TIA)
- 1.4 describe the potential implications of mental capacity for an individual following a stroke

Range

(AC1.3) **Lifestyle** includes:

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

Learning outcome

The learner will:

- 2 understand possible physiological changes that may affect an individual following a stroke

Assessment criteria

The learner can:

- 2.1 describe the changes in the brain of an individual affected by a stroke
- 2.2 describe the potential physical effects of stroke on an individual
- 2.3 describe the possible effects of stroke on sensory ability
- 2.4 analyse the fluctuating nature of effects of stroke on an individual

Range

(AC2.1) **Changes in the brain:**

- The dominant side of the brain
- Non dominant side

(AC2.2) **Physical effects** may include:

- Fatigue
- Mobility
- Continence
- Pain
- Spatial awareness

(AC2.3) **Sensory** includes:

- Vision
- Hearing

Learning outcome

The learner will:

- 3 understand the associated complications for an individual with stroke

Assessment criteria

The learner can:

- 3.1 explain the psychological and emotional effects on the individual with stroke
- 3.2 describe the cognitive needs of the individual with stroke
- 3.3 describe the health needs that may be associated with stroke

Range

(AC3.3) Health needs:

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

Learning outcome

The learner will:

- 4 understand the importance of adopting a person centred approach in stroke care management

Assessment criteria

The learner can:

- 4.1 explain how person centred values must influence all aspects of stroke care management
- 4.2 explain the importance of working in partnership with others to support care management
- 4.3 describe the importance of working in ways that promote active participation in stroke care management

Range

(AC4.1) Person centred values include:

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

(AC4.2) 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

(AC4.3) **Active participation** is a way of working that regards individuals as active partners in their own support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

Learning outcome

The learner will:

- 5 understand specific communication factors affecting individuals following a stroke

Assessment criteria

The learner can:

- 5.1 explain the effects of stroke on the brain in relation to the ability to communicate
- 5.2 describe a range of common communication methods and aids to support individuals affected by a stroke
- 5.3 explain methods of facilitating communication using supported conversation techniques
- 5.4 describe types of pre-existing illnesses or disabilities that may need to be considered when assessing an individual's communication ability
- 5.5 describe the effects on the individual of experiencing communication difficulties
- 5.6 identify additional agencies and resources which may provide support with communication

Range

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

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

Learning outcome

The learner will:

- 6 understand the impact of the effects of stroke on daily living

Assessment criteria

The learner can:

- 6.1 describe the implication of stroke on lifestyle
- 6.2 explain the use of daily activities to promote recovery and independence
- 6.3 explain the impact a stroke may have on swallowing and nutrition
- 6.4 explain the importance of repetition to promote recovery
- 6.5 identify the effects of fatigue in stroke rehabilitation

Range

(AC6.4) **Repetition:** this could mean repeating day to day activities or therapeutic remedies

Unit 371

Diabetes awareness

UAN:	K/615/9561
Unit level:	Level 3
Credit value:	3
GLH:	24
Unit aim:	The unit will enable learners to explore what diabetes is, the different types of diabetes and how a person centred approach may support an individual to manage diabetes.
Relationship to NOS:	DIAB HA1, DIAB HA2, DIAB HA5, DIAB HA8, DIAB TT01

Learning outcome

The learner will:

- 1 understand diabetes and the associated implications

Assessment criteria

The learner can:

- 1.1 define diabetes
- 1.2 identify prevalence rates for different types of diabetes
- 1.3 describe potential long-term complications to health as a result of having diabetes
- 1.4 explain what is meant by the term hyperglycaemia
- 1.5 explain what is meant by the term hypoglycaemia
- 1.6 explain the procedure of referring an individual with diabetes to others

Range

(AC1.6) **Others** may include:

- Care workers
- Colleagues
- Managers
- GP
- Pharmacist
- Nurse
- Dietician

- Podiatrist
 - Community Diabetes Specialist Nurse
 - Diabetes Care Advisors
 - Advocate
 - Support groups
-

Learning outcome

The learner will:

- 2 know the most common types of diabetes, causes and treatments

Assessment criteria

The learner can:

- 2.1 describe key features of Type 1 diabetes
 - 2.2 describe key features of Type 2 diabetes
 - 2.3 list the most common possible causes of diabetes:
 - 2.3 a Type 1
 - 2.3 b Type 2
 - 2.4 describe the signs and symptoms of diabetes
 - 2.5 outline contributing risk factors that may lead to the development of Type 2 diabetes
 - 2.6 outline treatments for diabetes
 - 2.6 a Type 1
 - 2.6 b Type 2
-

Learning outcome

The learner will:

- 3 understand how to implement a person-centred approach when supporting individuals with diabetes

Assessment criteria

The learner can:

- 3.1 explain the importance of including details of diabetes care in an individual's care plan
 - 3.2 explain how to work with an individual, and or their carer, to optimise self-care skills
 - 3.3 explain the importance of supporting individuals to make informed decisions
 - 3.4 identify sources of support for developing self-care skills
-

Learning outcome

The learner will:

- 4 understand the nutritional needs of individuals with diabetes

Assessment criteria

The learner can:

- 4.1 explain the principles of a balanced diet
- 4.2 describe how carbohydrates affect blood glucose level:
 - 4.2 a simple
 - 4.2 b complex
- 4.3 explain the role of a nutritional plan and how to report any related problems

Range

(AC4.2) **Carbohydrates** - carbohydrates act as the body's main source of energy. They are essential sugars that are broken down by the body during digestion.

Learning outcome

The learner will:

- 5 understand factors relating to an individual's experience of diabetes

Assessment criteria

The learner can:

- 5.1 describe how different individuals may experience living with diabetes
- 5.2 explain the impact that the attitudes and behaviours of others may have on an individual with diabetes
- 5.3 explain how an individual can manage their diabetes through different aspects of their lifestyle

Range

(AC5.1) **Different individuals** - depending on age, type of diabetes and level of ability and disability

(AC5.1) **Experience living** - to include the impact on the individual's physical, physiological and mental well-being

Learning outcome

The learner will:

- 6 understand the importance of monitoring diabetes

Assessment criteria

The learner can:

- 6.1 explain the importance of accurately measuring blood pressure when supporting individuals with diabetes
- 6.2 identify the normal parameters for blood pressure
- 6.3 explain the purpose of accurate blood glucose monitoring for individuals with diabetes
- 6.4 state the normal blood glucose range
- 6.5 explain the purpose of urinalysis monitoring for individuals with diabetes
- 6.6 describe the annual review checks to screen for long term complications

Unit 372

Support individuals who are bereaved

UAN:	T/615/7621
Unit level:	Level 3
Credit value:	4
GLH:	30
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved.
Relationship to NOS:	SCDHSC0384

Learning outcome

The learner will:

- 1 understand the effects of bereavement on individuals

Assessment criteria

The learner can:

- 1.1 describe how an individual may feel immediately following the death of a loved one
- 1.2 analyse how the bereavement journey may be different for different individuals across the lifespan

Range

(AC1.1) **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 principles for supporting individuals who are bereaved

Assessment criteria

The learner can:

- 2.1 compare theories of bereavement
 - 2.2 explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement
 - 2.3 explain importance of empathy in supporting a bereaved individual
-

Learning outcome

The learner will:

- 3 be able to support individuals to express their response to loss.

Assessment criteria

The learner can:

- 3.1 create an environment where the individual has privacy to express their emotions
 - 3.2 use active listening skills to support the individual to express their thoughts, feelings and distress
-

Learning outcome

The learner will:

- 4 be able to support individuals who are bereaved

Assessment criteria

The learner can:

- 4.1 assess the individual's level of distress and their capacity for resilience
 - 4.2 agree a programme of support with the individual and others
 - 4.3 carry out own role within the support programme
 - 4.4 support the individual to identify any changes they may need to make as a result of their loss.
 - 4.5 explain the importance of working at the individual's pace during the bereavement journey
 - 4.6 support the individual to manage conflicting emotions, indecision or fear of the future
-

Range

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

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

Learning outcome

The learner will:

- 5 understand the role of specialist agencies in supporting individuals who are bereaved

Assessment criteria

The learner can:

- 5.1 compare the roles of specialist agencies in supporting individuals who are bereaved
- 5.2 describe how to assess whether a bereaved individual requires specialist support
- 5.3 explain the importance of establishing agreement with the individual for a referral to a specialist agency

Learning outcome

The learner will:

- 6 be able to manage own feelings when providing support for individuals who are bereaved

Assessment criteria

The learner can:

- 6.1 identify ways to manage own feelings while providing support for an individual who is bereaved
- 6.2 use support systems to help manage own feelings

Range

(AC6.2) **Support systems** refers to a network of people who provide an individual with practical or emotional support

Unit 373

Supporting individuals with loss and grief before death

UAN:	R/615/7965
Unit level:	Level 3
Credit value:	2
GLH:	5
Unit aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals and others through their experience of loss and grief before death.

Learning outcome

The learner will:

- 1 understand the impact of loss and grief on individuals approaching end of life and others

Assessment criteria

The learner can:

- 1.1 describe what is meant by loss and grief before reaching end of life
- 1.2 explain how the experience of loss and grief is unique to individuals and others
- 1.3 describe models of loss and grief
- 1.4 describe stages of loss and grief commonly experienced by people with a life-limiting illness
- 1.5 describe the effects of loss and grief on the individual and others

Range

(AC1.2) **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

(AC1.2) **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:

- 2 be able to support individuals and others through the experience of loss and grief

Assessment criteria

The learner can:

- 2.1 support individuals and others to identify the losses and feelings they may experience
- 2.2 according to their preferences and wishes support individuals and others to communicate the losses and feelings they may experience
- 2.3 support the individual and others through the stages of grief they are experiencing
- 2.4 support individuals and others experiencing loss and grief to access support services

Range

(AC2.2) **Preferences** may be based on:

- beliefs
- values
- culture

Learning outcome

The learner will:

- 3 be able to manage own feelings in relation to loss and grief

Assessment criteria

The learner can:

- 3.1 describe how own feelings about loss and grief can impact on the support provided
- 3.2 use support systems to manage own feelings brought on by loss and grief

Unit 374

Managing symptoms in end of life care

UAN:	D/615/8021
Unit level:	Level 3
Credit value:	4
GLH:	30
Unit aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to manage symptoms in end of life care.

Learning outcome

The learner will:

- 1 understand the effects of symptoms in relation to end of life care

Assessment criteria

The learner can:

- 1.1 identify a range of conditions where you might provide end of life care
- 1.2 identify common symptoms associated with end of life care
- 1.3 explain how symptoms can cause an individual distress and discomfort
- 1.4 evaluate the significance of the individual's own perception of their symptoms

Range

(AC1.2) **Symptoms** can include

- Physical e.g.
 - Pain
 - Breathlessness/dyspnoea
 - Coughing
 - Itching
 - Haemoptysis
 - Terminal respiratory secretions
 - Nausea
- Psychological e.g. Agitation, anxiety, depression

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

Learning outcome

The learner will:

- 2 understand how to manage symptoms in end of life care

Assessment criteria

The learner can:

- 2.1 identify signs that may indicate that an individual is experiencing pain, distress or discomfort from symptoms
- 2.2 describe factors that can influence an individual's perception of their symptoms
- 2.3 describe the range of assessment tools for monitoring symptoms including those for individuals with cognitive impairment in own work setting
- 2.4 explain how to provide relief using a range of methods from symptoms in end of life care

Range

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

- Comfort measures which can include physical and psychological
- Pharmacological and non-pharmacological methods

Learning outcome

The learner will:

- 3 be able to manage symptoms in end of life care

Assessment criteria

The learner can:

- 3.1 demonstrate the range of methods that can provide symptom relief in own work setting
- 3.2 describe own role in supporting therapeutic options used in symptom relief
- 3.3 recognise symptoms that identify the last few days of life may be approaching
- 3.4 respond to an individual's needs and preferences in managing their symptoms
- 3.5 actively provide support, comfort and well-being in end of life care
- 3.6 recognise when to seek advice from relevant others if the level of support required by the individual is beyond own scope of practice

Range

(AC3.4) **Preferences** may be based on:

- beliefs
- values
- culture

Learning outcome

The learner will:

- 4 be able to integrate symptom management in the care management process

Assessment criteria

The learner can:

- 4.1 explain how pain and symptom management is an important part of the care planning process
- 4.2 regularly monitor symptoms associated with end of life care
- 4.3 record and report changes in symptoms according to policies and procedures in own work setting
- 4.4 support the implementation of changes in the care plan

Unit 375

Recognise when substance misuse is indicated and refer individuals to specialists

UAN:	A/615/9564
Unit level:	Level 3
Credit value:	4
GLH:	24
Unit aim:	This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.
Relationship to NOS:	HMAB2

Learning outcome

The learner will:

- 1 be able to recognise indications of substance misuse

Assessment criteria

The learner can:

- 1.1 identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents)
- 1.2 identify possible indications of substance misuse (e.g. physical, behavioural, social and emotional)
- 1.3 identify other factors which produce indications that may be interpreted as caused by substance misuse
- 1.4 show how to obtain specialist assistance where required
- 1.5 show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date

Learning outcome

The learner will:

- 2 be able to assess and monitor risk

Assessment criteria

The learner can:

- 2.1 assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures
- 2.2 review the assessment of risk and explain why this is important
- 2.3 demonstrate appropriate action which may be required in the light of changes to the situation and level of risk

Learning outcome

The learner will:

- 3 be able to handle information and maintain records

Assessment criteria

The learner can:

- 3.1 identify situations and actions taken in line with organisational requirements and explain the importance of doing so
- 3.2 identify the rights of individuals and the principle of confidentiality

Learning outcome

The learner will:

- 4 be able to refer individuals to appropriate services

Assessment criteria

The learner can:

- 4.1 identify the range of services relevant to substance misuse available locally and nationally
- 4.2 demonstrate how to refer individuals to services in line with organisational requirements
- 4.3 provide appropriate services with complete and accurate information about the situation in line with organisational requirements

Unit 376

Support individuals who are substance users

UAN:	R/615/9568
Unit level:	Level 3
Credit value:	7
GLH:	42
Unit aim:	This unit is for those who support individuals who are substance users by enabling them to adopt safe practices, providing care and support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. Substances would include alcohol, opiates, hallucinogens, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.
Relationship to NOS:	HSC379

Learning outcome

The learner will:

- 1 understand about different substances, their effects and how they might be used

Assessment criteria

The learner can:

- 1.1 identify the different substances which individuals might use, how they are used and their likely effects
- 1.2 identify the risks involved with substance use both in the short and the long term (e.g. overdose, dependence and associated health risks)
- 1.3 explain legislation, policies and guidelines on the use and storage of substances

Learning outcome

The learner will:

- 2 be able to enable individuals to adopt safe practices associated with substance use

Assessment criteria

The learner can:

- 2.1 explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use
 - 2.2 communicate with individuals in a manner that maximises the individuals' understanding
 - 2.3 support individuals to discuss their circumstances and history of substance use
 - 2.4 advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely
 - 2.5 support individuals to dispose of hazardous materials and equipment safely
 - 2.6 describe harm reduction strategies, how and why these may differ from individual to individual
 - 2.7 identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them
-

Learning outcome

The learner will:

- 3 be able to support individuals when they have used substances

Assessment criteria

The learner can:

- 3.1 explain relevant policies and procedures for the support of individuals who have used substances
 - 3.2 support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual
 - 3.3 demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety
 - 3.4 support individuals to meet their own needs and requirements after the effects of the substance have worn off
 - 3.5 show when and how to request further support and assistance
 - 3.6 report information about episodes of substance use to an appropriate person and record it in the required format
-

Learning outcome

The learner will:

- 4 be able to support individuals in reducing substance use

Assessment criteria

The learner can:

- 4.1 assist individuals who have made a commitment to reduce substance use to review their reasons for doing so
- 4.2 offer support to individuals which respects their individual rights, and is appropriate to their needs
- 4.3 assist individuals to review their progress in reducing substance use
- 4.4 describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided
- 4.5 identify the specialist agencies and support networks involved in supporting substance users

Unit 377

Carry out comprehensive substance misuse assessment

UAN:	L/615/9570
Unit level:	Level 3
Credit value:	5
GLH:	30
Unit aim:	This unit is for those who assess the needs of drug, alcohol or substance misusers with complex requirements and/or those people who require more intensive and/or structured care programmes. It covers assessment that is on-going throughout the contact with the substance misuse service and the wider treatment system.
Relationship to NOS:	This unit is linked to the Skills for Health/DANOS national occupational standard: AF3 Carry out comprehensive substance misuse assessment. This also appears in Health and Social Care Standards as HSC0340.

Learning outcome

The learner will:

- 1 understand the signs and implications of a range of substance misuse related problems

Assessment criteria

The learner can:

- 1.1 describe the different substances which individuals might use, how they are used and their likely effects
- 1.2 identify challenges often associated with substance misuse e.g. significant psychiatric and or physical co-morbidity, children at risk, social problems, legal problems
- 1.3 explain ways of keeping knowledge about substances and indications of substance misuse up to date
- 1.4 describe the jargon used by substance misusers in the locality

Learning outcome

The learner will:

- 2 understand the range of substance misuse services and interventions

Assessment criteria

The learner can:

- 2.1 describe the range of treatment interventions and assessment services available in the locality
- 2.2 describe the eligibility criteria and protocols for accessing services in the locality
- 2.3 explain how to respond to individuals who do not want to be referred to other services

Learning outcome

The learner will:

- 3 be able to prepare for comprehensive substance misuse assessment

Assessment criteria

The learner can:

- 3.1 obtain information on individuals from previous assessments carried out by other services in line with protocols
- 3.2 establish any particular needs of the individual which will need to be taken into account during the assessment
- 3.3 fully and accurately record arrangements for the assessment in line with the organisation's procedures

Learning outcome

The learner will:

- 4 be able to assess possible risks to the individual

Assessment criteria

The learner can:

- 4.1 demonstrate how to assess the risk to individuals from their substance misuse and/or co-existent problems
- 4.2 explain the importance of regularly reviewing risk assessments
- 4.3 demonstrate that the risk assessment takes account of the individual's needs and the legal duty of care to the individual and others

Learning outcome

The learner will:

- 5 be able to assess individuals' substance misuse and related problems

Assessment criteria

The learner can:

- 5.1 involve the individual in the assessment as far as possible, according to their capability
- 5.2 assess the nature of the individual's substance misuse problems and other problems
- 5.3 assess the individual's understanding of services available and readiness to engage in a treatment programme
- 5.4 conduct the assessment in line with locally agreed criteria and using standardised documentation
- 5.5 manage challenging, abusive, aggressive or chaotic behaviour
- 5.6 seek clear conclusions from the assessment to inform the development of a comprehensive care plan
- 5.7 explain how to involve adults with parental responsibility in the assessment and referral of children and young people
- 5.8 describe how to take account of a child or young person's age and maturity when involving them in assessment
- 5.9 describe the principles of the relevant legislation

Learning outcome

The learner will:

- 6 be able to follow up the assessment process

Assessment criteria

The learner can:

- 6.1 keep accurate, legible and complete records of the assessment
- 6.2 continue assessment at appropriate intervals once the individual has commenced a care plan
- 6.3 provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions
- 6.4 ensure consistency of approach with other members of the substance misuse service team

Unit 378

Supply and exchange injecting equipment for individuals

UAN:	R/615/9571
Unit level:	Level 3
Credit value:	3
GLH:	18
Unit aim:	This unit is for those who supply and exchange injecting equipment for substance users. This involves establishing the extent and type of individuals' injecting behaviour, providing harm minimisation advice, providing injecting equipment and exchanging used injecting equipment. It also includes maintaining records of the supply and exchange of injecting equipment in order that the service can be monitored and evaluated.
Relationship to NOS:	This unit is linked to the Skills for Health/DANOS national occupational standard: AH3 Supply and exchange injecting equipment for individuals This also appears in Health and Social Care Standards as SCDHS0C380.

Learning outcome

The learner will:

- 1 understand policy and procedures for the supply and exchange of injecting equipment

Assessment criteria

The learner can:

- 1.1 describe organisational policies and procedures for supply and exchange of injecting equipment
- 1.2 explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties
- 1.3 identify the potential benefits of brief interventions with substance users
- 1.4 describe the range of behaviours that can be expected from substance users, and how to deal with these
- 1.5 describe how to recognise and deal with immediate risk of danger to individuals who have used substance
- 1.6 describe the potential blood borne viruses

- 1.7 explain what to do in the event of a needle stick injury occurring
 - 1.8 describe the range of substance misuse services available in the locality
 - 1.9 explain legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
-

Learning outcome

The learner will:

- 2 be able to conduct initial assessment of substance users and provide relevant advice

Assessment criteria

The learner can:

- 2.1 establish whether the individual is injecting and the frequency of injecting
 - 2.2 conduct a health assessment with the individual (e.g. noting skin conditions, abscesses, injecting sites)
 - 2.3 provide relevant and timely advice e.g.
 - 2.3 a safe or safer injecting techniques and sites
 - 2.3 b harm minimisation
 - 2.3 c primary health
 - 2.3 d safer sex
 - 2.4 provide advice and resources for safe storage and disposal of injecting equipment
 - 2.5 refer individuals to other services according to identified need
 - 2.6 liaise with providers of other services in line with policies and protocol
-

Learning outcome

The learner will:

- 3 be able to supply and exchange injecting equipment

Assessment criteria

The learner can:

- 3.1 demonstrate that:
 - 3.1 a adequate stocks of injecting equipment are maintained
 - 3.1 b injecting equipment is stored safely and securely
 - 3.2 dispense injecting equipment to individuals in line with the assessment of their needs
 - 3.3 demonstrate safe handling of dispensed and returned injecting equipment
 - 3.4 carry out the exchange process discreetly to maintain confidentiality
 - 3.5 describe how to deal with any spillages and discarded needles and syringes using the appropriate materials
-

- 3.6 maintain records of:
 - 3.6 a injecting equipment supply and exchange in line with organisational procedures
 - 3.6 b the needle exchange service

Unit 379

Supporting individuals using technologies in health and care settings

UAN:	D/615/9573
Unit level:	Level 3
Credit value:	3
GLH:	24
Unit aim:	This unit enables the learner to develop the knowledge and understanding of technologies used by individuals in health and care settings and how to provide support to these individuals.

Learning outcome

The learner will:

- 1 know technologies available to individuals in health and care settings

Assessment criteria

The learner can:

- 1.1 define the terms 'assistive technology' and 'self-monitoring technology'
- 1.2 state the principles behind 'telehealth' and 'telecare'
- 1.3 describe when it may be appropriate for individuals to use 'telehealth' or 'telecare'
- 1.4 describe the function of a range of technological aids used in health and care settings
- 1.5 explain how technological aids can enhance the services provided for individuals in own area of work

Learning outcome

The learner will:

- 2 understand the use of technological aids with individuals in health and care settings

Assessment criteria

The learner can:

- 2.1 explain why it is important to gain an individual's valid consent before using technological aids

- 2.2 explain how to use a range of technological aids safely according to agreed ways of working and manufacturer's instructions
 - 2.3 describe how technological aids can be utilised to promote the well-being of an individual
 - 2.4 explain how to encourage active participation of individuals when using technological aids
-

Range

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

Learning outcome

The learner will:

- 3 understand how to support individuals using telecare or telehealth systems in health and care settings

Assessment criteria

The learner can:

- 3.1 explain how individuals benefit from the use of telecare and telehealth systems
- 3.2 identify a range of activities an individual may need support with when using a telecare system
- 3.3 identify a range of activities an individual may need support with when using a telehealth system
- 3.4 explain own role in supporting individuals using telecare and telehealth systems

Unit 380

Understand advance care planning

UAN:	A/615/7619
Unit level:	Level 3
Credit value:	3
GLH:	25
Unit aim:	The purpose of this unit is to provide the learner with the knowledge and understanding required to undertake advance care planning.

Learning outcome

The learner will:

- 1 understand the principles of advance care planning

Assessment criteria

The learner can:

- 1.1 describe the difference between a daily care or support plan and an advance care plan
- 1.2 explain the purpose of advance care planning
- 1.3 identify the national, local and organisational agreed ways of working for advance care planning
- 1.4 explain the legal position of advance care plan
- 1.5 explain what is meant by mental capacity in relation to advance care planning
- 1.6 explain what is meant by informed consent in relation to advance care planning

Range

(AC1.1 - **Advance care planning (ACP)**: Advance care planning (ACP) is a voluntary process of discussion about future care between an individual and their care providers, irrespective of discipline. If the individual wishes, their family and friends may be included. It is recommended that with the individual's agreement this discussion is documented, regularly reviewed, and communicated to key persons involved in their care. It may involve establishing the 'ceiling of treatment' for an individual, the Preferred Place of Care and Preferred Place of Death.

Learning outcome

The learner will:

- 2 understand the process of advance care planning

Assessment criteria

The learner can:

- 2.1 explain when advance care planning may be introduced
- 2.2 outline who may be involved in the advance care planning process
- 2.3 describe information an individual may need to enable them to make informed decisions
- 2.4 explain what is involved in an 'Advance Decision to Refuse Treatment'
- 2.5 explain what is meant by a 'Do Not Attempt Cardiopulmonary Resuscitation' (DNACPR)
- 2.6 explain how the individual's capacity to discuss advance care planning may influence their role in the process
- 2.7 explain role of the care worker in the advance care planning process and sources of support available
- 2.8 describe how personal beliefs and attitudes can affect participation in the advance care planning process
- 2.9 identify how an advance care plan can change over time
- 2.10 outline the principles of record keeping in advance care planning
- 2.11 describe when details of the advance care plan can be shared with others

Range

(AC2.3) **Information** may include:

- knowledge of illness and prognosis
- choices of care and treatment options
- resources available for delivery of care

(AC2.3) **Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

(AC2.5) **DNACPR** is often referred to as DNR

(AC2.6) **Individual's capacity** refers to being able to make their own decisions, based on the information available and communicate that decision

(AC2.7) **Sources of support** may include:

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

Learning outcome

The learner will:

- 3 understand person centred approaches to advance care planning

Assessment criteria

The learner can:

- 3.1 describe factors an individual may consider when creating their advance care plan
- 3.2 explain the importance of respecting the individual's values, beliefs and choices
- 3.3 identify how the needs of others may need to be taken into account when planning advance care
- 3.4 explain how to support an individual to exercise their right not to create an advance care plan
- 3.5 outline actions to take when an individual is unable to participate in advance care planning
- 3.6 explain how individual's care or support plan may be affected by an advance care plan

Range

(AC3.3) **Others** may include:

- team members
- other colleagues
- resources available for delivery of care

Learning outcome

The learner will:

- 4 understand safe working practices when supporting individuals using technological aids

Assessment criteria

The learner can:

- 4.1 identify safety concerns that may arise for an individual when using a technological aid
- 4.2 describe actions that can be taken to enhance safety of an individual when using a technological aid
- 4.3 explain how to report a safety concern about a technological aid
- 4.4 explain why it is important that technological aids are serviced and maintained in good working order
- 4.5 explain how to maintain confidentiality of information when using technological aids

Unit 381

Interact with and support individuals using telecommunications

UAN:	T/615/8249
Unit level:	Level 3
Credit value:	5
GLH:	36
Unit aim:	This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.
Relationship to NOS:	GEN21

Learning outcome

The learner will:

- 1 understand the legal and local requirements relating to the use of telecommunications when supporting individuals.

Assessment criteria

The learner can:

- 1.1 describe the legal and local requirements and policies relevant to the functions being carried out
- 1.2 explain the rights of the individual being supported using telecommunications

Learning outcome

The learner will:

- 2 be able to use telecommunication technology

Assessment criteria

The learner can:

- 2.1 use different types of telecommunication technology

- 2.2 explain how interactions may differ depending on the type of telecommunication technology used
 - 2.3 respond to individuals according to organisational policies
 - 2.4 record details of interactions in the appropriate system
-

Range

(AC2.3) **Individuals** 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 engage with individuals using telecommunications

Assessment criteria

The learner can:

- 3.1 engage with the individual without face to face interaction including:
 - 3.1 a providing opportunities to sustain the interaction
 - 3.1 b providing reassurance of continued interest
 - 3.1 c encouraging individuals to share their concerns
 - 3.1 d responding to the individual's immediate requirements at each stage during the interaction
 - 3.1 e recognising where anonymity may encourage them to respond
 - 3.2 provide information about the service and confirm it's appropriateness to the individual
 - 3.3 identify the significance of the circumstances the individual is in
 - 3.4 encourage callers to provide additional information about their situation or requirements
 - 3.5 maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service
 - 3.6 comply with legal and organisational requirements and policies relevant to the functions being carried out
-

Learning outcome

The learner will:

- 4 be able to identify and evaluate any risks or dangers for individuals during the interaction

Assessment criteria

The learner can:

- 4.1 identify the types of risks or dangers different individuals might face
 - 4.2 evaluate the implications of any risk or dangers facing an individual, including:
-

- 4.2 a the circumstances in which the interaction is being made
 - 4.2 b the types of problems which could occur
 - 4.2 c the significance of any signs of increased stress during interactions
 - 4.2 d whether there are any constraints on individuals
 - 4.2 e the appropriate action to deal with any risks, dangers or problems
-

Learning outcome

The learner will:

- 5 be able to terminate the interaction

Assessment criteria

The learner can:

- 5.1 demonstrate how to end interactions including:
 - 5.1 a identifying when to close the interaction
 - 5.1 b providing clear information to the individual on the reasons for ending the interaction
 - 5.1 c operating to the guidelines and procedures of the organisation
 - 5.1 d explaining what further action may be taken
- 5.2 identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
- 5.3 record and check the individual's demographic details
- 5.4 identify why recording and checking details might be required before ending/ transferring the call

Unit 382

Promote well-being and the rights of the individual

Unit level:	Level 3
Credit value:	2
GLH:	14
Unit aim:	The purpose of this unit is to provide the learner with the knowledge and skills required to promote the rights of the individual.
Relationship to NOS:	Mapped to: <ul style="list-style-type: none">- Skills for Care Core Capability Frameworks for Supporting Autistic People and/or People with a learning disability- DHSC Right to be heard – mandatory learning disability and autism training for health and social care staff

Learning outcome

The learner will:

- 1 be able to promote well-being through person centred care

Assessment criteria

The learner can:

- 1.1 describe the factors that contribute to a sense of well-being
- 1.2 use an evidence based framework to support well-being
- 1.3 explain how the individual making informed choices can contribute to their well-being
- 1.4 enable colleagues to offer meaningful choices to individuals

Assessment Guidance

Well-being: may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual

- economic
- physical
- mental

evidence- based framework models- Examples include:

- PERMA (Positive Emotion Engagement Relationships meaning and Achievement)
 - Dementia Mapping
 - Stepped Care
-

Learning outcome

The learner will:

- 2 be able to empower and enable individuals through co-production and co-design

Assessment criteria

The learner can:

- 2.1 describe the benefits of co-production to the individual
 - 2.2 explain how co-production and co-design can promote the rights of the individual
 - 2.3 explain how co-production and co-design can improve service design and quality
 - 2.4 demonstrate ways to support individuals which empower and enable them to influence service provision
 - 2.5 enable others to support co-production and co-design
-

Assessment Guidance

Co-production is when an individual influences the support and services received, or when groups of people get together to influence the way that services are designed, commissioned and delivered.

Co-design is the act of creating with stakeholders, specifically within the design and development process to ensure the results meet their needs and are usable

Others: could include family, colleagues, friends, advocates, practitioners

Unit 383

Promoting health and well-being of individuals with learning disabilities and/or individuals with autism

Unit level:	Level 3
Credit value:	2
GLH:	14
Unit aim:	The purpose of this unit is to provide the learner with the knowledge and skills required to promote health and well-being of individuals with learning disabilities and/or individuals with autism.
Relationship to NOS:	Mapped to: <ul style="list-style-type: none">- Skills for Care Core Capability Frameworks for Supporting Autistic People and/or People with a learning disability- DHSC Right to be heard – mandatory learning disability and autism training for health and social care staff

Learning outcome

- 1 understand how to promote physical and emotional well-being to minimise health inequalities

Assessment criteria

- 1.1 describe factors that contribute to physical and emotional well-being
- 1.2 describe activities that may contribute to physical and emotional well-being
- 1.3 outline possible health inequalities affecting individuals with learning disabilities and/or autism
- 1.4 describe reasonable adjustments that can be made to support individuals with learning disabilities and/or autism to access health and well-being services

Learning outcome

The learner will:

- 2 understand common health issues for individuals with learning disabilities and/or individuals with autism

Assessment criteria

The learner can:

- 2.1 describe common health issues and their symptoms
 - 2.2 explain the importance of health checks for the individual
 - 2.3 describe reasonable adjustments that can be made to ensure individuals can access their health checks
-

Assessment Guidance

Common health issues may include: epilepsy, dysphagia, diabetes, constipation

Learning outcome

The learner will:

- 3 understand common mental health issues and the risks of diagnostic overshadowing

Assessment criteria

The learner can:

- 3.1 describe common mental health issues
 - 3.2 explain the factors that may contribute to diagnostic overshadowing
 - 3.3 describe potential consequences of diagnostic overshadowing
-

Assessment Guidance

Common mental health issues: may include depression, anxiety, dementia

Diagnostic overshadowing: when someone assumes that an individual's behaviour is as a result of their disability without exploring other health issues.

Learning outcome

The learner will:

- 4 be able to promote healthy lifestyles and well-being for individuals with a learning disability and or autism

Assessment criteria

The learner can:

- 4.1 describe ways to promote well-being through healthy lifestyles
 - 4.2 explain the principles of a healthy diet to an individual with communication differences
 - 4.3 support an individual with communication differences to make informed choices about their lifestyle
-

4.4 outline how to encourage individuals to follow a healthy lifestyle

Learning outcome

The learner will:

5 be able to recognise and advise others on how individuals may express pain

Assessment criteria

The learner can:

5.1 describe ways in which individuals may communicate that they are in pain

5.2 advise others on ways that individuals may express pain

5.3 describe actions to take if an individual is expressing pain

Learning outcome

The learner will:

6 understand the risk of over-medication for individuals with a learning disability and/or autism

Assessment criteria

The learner can:

6.1 outline why individuals with a learning disability and/or autism may experience of over medication

6.2 describe the potential consequences of over medication

6.3 describe what actions to take if there is the potential that medication is being prescribed inappropriately

Unit 384

Supporting healthy relationships

Unit level:	Level 3
Credit value:	2
GLH:	16
Unit aim:	This unit enables the learner to gain knowledge and skills in supporting individuals to develop and maintain safe and healthy relationships with others. This unit can be applied to working with adults with a range of needs for example dementia, learning disabilities, autism or mental ill health.
Relationship to NOS:	Mapped to: <ul style="list-style-type: none">- Skills for Care Core Capability Frameworks for Supporting Autistic People and/or People with a learning disability- DHSC Right to be heard – mandatory learning disability and autism training for health and social care staff

Learning outcome

The learner will:

- 1 be able to support and enable communication, rapport and choice between individuals and others

Assessment criteria

The learner can:

- 1.1 describe ways to enable the development of rapport and positive relationships
- 1.2 demonstrate rapport and positive relationships when supporting individuals
- 1.3 support rapport between others and the individuals they support
- 1.4 enable individuals to make informed choices about relationships
- 1.5 evaluate the benefits to the individual of having positive relationships

Assessment Guidance

Rapport: a relationship where there is mutual understanding and positive connection

Others: may include colleagues, friends, family, other practitioners, advocates

Learning outcome

The learner will:

- 1 be able to support and encourage individuals to develop and maintain safe, healthy friendships and relationships

Assessment criteria

The learner can:

- 2.1 outline the rights of individuals to have and maintain relationships
- 2.2 describe barriers that may be faced by individuals who wish to have friendships and relationships
- 2.3 describe how to overcome barriers
- 2.4 demonstrate ways of supporting and encouraging individuals to maintain positive relationships
- 2.5 explain how to support and encourage individuals to keep safe in relationships
- 2.6 evaluate the effects of relationships on individuals' well-being

Assessment Guidance

Rights: The learner could consider: Human rights, Equality legislation, mental capacity legislation
For 2.6 the learner may consider relationships that cover: friends, family, colleagues, practitioner, advocate, key worker

Learning outcome

The learner will:

- 3 understand how to discuss sexual relationships, sexual health and keeping safe with people they support

Assessment criteria

The learner can:

- 3.1 identify factors that are important to maintain good sexual health
- 3.2 identify appropriate sources of information about sexual relationships, sexual health and keeping safe to share with individuals they support
- 3.3 describe ways of supporting people to develop and maintain safe sexual relationships
- 3.4 describe how to support an individual to make informed and age appropriate choices
- 3.5 describe the actions to take if there are concerns about a sexual relationship.
- 3.6 reflect on beliefs about sexual relationships and how these may influence practice

Assessment Guidance

Sources of information may include: reliable websites eg Mencap, Bild, ARC local organisations, Alzheimer's Society, Age UK

Unit 385

Understand how to provide support when working in end of life care

UAN:	T/615/9563
Unit level:	Level 3
Credit value:	4
GLH:	25
Unit aim:	The purpose of this unit is to assess the learner's knowledge and understanding surrounding the provision of support in end of life care

Learning outcome

The learner will:

- 1 understand current approaches to end of life care

Assessment criteria

The learner can:

- 1.1 analyse the impact of national and local drivers on current approaches to end of life care
- 1.2 evaluate how a range of tools for end of life care can support the individual and others
- 1.3 analyse the stages of the local end of life care pathway

Range

(AC1.2) **Tools for end of life care** may include

- Gold Standards Framework or equivalent
- Preferred priorities of care
- Advance care plan approaches
- Welsh integrated care pathway

Learning outcome

The learner will:

- 2 understand advance care planning

Assessment criteria

The learner can:

- 2.1 explain the difference between a care or support plan and an advance care plan
 - 2.2 identify where to find additional information about advance care planning
 - 2.3 describe own role in advance care planning
 - 2.4 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
-

Learning outcome

The learner will:

- 3 understand an individual's response to their anticipated death

Assessment criteria

The learner can:

- 3.1 compare models of loss and grief
 - 3.2 describe how to support the individual throughout each stage of grief
 - 3.3 explain the need to explore with each individual their own specific areas of concern as they face death
 - 3.4 describe how an individual's awareness of spirituality may change as they approach end of life
-

Range

(AC3.1) **Models** examples include Kubler-Ross, Bowlby, Klass et al, Strobe and Schut, Murray-Parkes etc.

Learning outcome

The learner will:

- 4 understand factors regarding communication for those involved in end of life care

Assessment criteria

The learner can:

- 4.1 explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication
 - 4.2 explain how personal experiences of death and dying may affect capacity to listen and respond appropriately
 - 4.3 give examples of internal and external coping strategies for individuals and others when facing death and dying
-

4.4 explain the importance of ensuring effective channels of communication are in place with others

Range

(AC4.3) **Others** may include:

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

Learning outcome

The learner will:

5 understand how to support those involved in end of life care situations

Assessment criteria

The learner can:

- 5.1 describe possible emotional effects on staff working in end of life care situations
 - 5.2 evaluate possible sources of positive support for staff in end of life situations
 - 5.3 identify situations where others may need support in end of life care situations
 - 5.4 outline sources of emotional support for others in end of life care situations
-

Learning outcome

The learner will:

6 understand how symptoms might be identified in end of life care

Assessment criteria

The learner can:

- 6.1 identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself
 - 6.2 describe how symptoms can cause an individual and others distress and discomfort
 - 6.3 identify different techniques for relieving symptoms
 - 6.4 describe signs of approaching death
-

Range

(AC6.1) **Symptoms** includes anything that might hinder the well-being of an individual and is not confined to medical symptoms.

They may include physical, emotional or psychological symptoms and includes maintaining comfort and well-being e.g.

- Reduced tissue viability
- Breathlessness
- Loss of appetite
- Fatigue
- Anxiety
- Sadness
- Discomfort
- Pain

Unit 386

Coordination of activity provision in adult care

UAN:	T/616/2480
Unit level:	Level 3
Credit value:	4
GLH:	24
Unit aim:	This unit assesses the learner's ability to coordinate activity provision
Relationship to NOS:	SCDHSC,0035,0351

Learning outcome

The learner will:

- 1 understand the process of activity coordination

Assessment criteria

The learner can:

- 1.1 Explain the importance of aims and objectives when coordinating activity provision
- 1.2 produce a plan for coordinated activity provision in a given setting
- 1.3 describe reporting requirements for activity coordination

Learning outcome

The learner will:

- 2 know how to involve individuals and others in activity provision

Assessment criteria

The learner can:

- 2.1 explain the challenges that might be experienced in engaging in activity provision by:
 - 2.1 a individuals
 - 2.1 b others

- 2.2 describe ways in which individuals and others can be supported to contribute to activity provision
 - 2.3 analyse the benefits of involving others in activity provision
-

Learning outcome

The learner will:

- 3 be able to budget for activity provision

Assessment criteria

The learner can:

- 3.1 produce a budget for an activity provision in a given setting
 - 3.2 demonstrate delivery of the activity within the budget
-

Learning outcome

The learner will:

- 4 be able to select venues / environments for activities

Assessment criteria

The learner can:

- 4.1 assess the suitability of different venues / environments for a range of activities in terms of:
 - 4.1 a type of activity
 - 4.1 b client group and size
 - 4.1 c cost
 - 4.1 d risks
-

Learning outcome

The learner will:

- 5 understand how to monitor and evaluate activity provision

Assessment criteria

The learner can:

- 5.1 explain the purpose of monitoring and evaluating activity provision
 - 5.2 compare different methods of monitoring and evaluating activity provision
 - 5.3 carry out an evaluation of coordinated activity provision
 - 5.4 record and report on outcomes and any revisions in line with agreed ways of working
-

Unit 387

Contribute to effective team working in health and social care

UAN:	M/616/2476
Unit level:	Level 3
Credit value:	3
GLH:	20
Unit aim:	The purpose of this unit is to develop the knowledge, understanding and skills of learners to enable them to contribute to effective team work in health and social care or children and young people settings.
Relationship to NOS:	SCDCCLD 0338 – Develop productive working relationships with others SCDHSC 3121 – Promote the effectiveness of teams

Learning outcome

The learner will:

- 1 understand theories of teams and team working

Assessment criteria

The learner can:

- 1.1 compare models of team working
- 1.2 explain different types of teams within health and social care services
- 1.3 explain the process of team development
- 1.4 describe how shared goals can lead to team cohesion

Range

(AC1.2) **Teams** could include:

- Within the organisation / service
- Multi-disciplinary
- Multi-agency
- Formal
- Informal

Learning outcome

The learner will:

- 2 understand the principles that underpin effective teamwork

Assessment criteria

The learner can:

- 2.1 explain why the following are important in team work:
 - 2.1 a clearly defined roles and responsibilities
 - 2.1 b confidentiality
 - 2.1 c effective communication
 - 2.1 d conflict resolution
- 2.2 explain why mutual trust and accountability promotes effective teamwork
- 2.3 explain how clear objectives supporting the values of own organisation influence team work
- 2.4 explain how teams manage change
- 2.5 explain the benefits of effective team on service provision

Learning outcome

The learner will:

- 3 Be able to work as part of a team

Assessment criteria

The learner can:

- 3.1 identify own role and responsibility in the team
- 3.2 fulfil own responsibilities within the team
- 3.3 communicate effectively with team members
- 3.4 involve other team members in decision making
- 3.5 seek support and advice from others
- 3.6 offer support to other team members
- 3.7 explain lines of reporting and responsibility in the team
- 3.8 analyse the strengths and contributions of other team members to the work of the team

Learning outcome

The learner will:

- 4 be able to support individual team members

Assessment criteria

The learner can:

- 4.1 provide encouragement and support to individual team members within their roles
- 4.2 provide constructive feedback on performance to individual team members

Learning outcome

The learner will:

- 5 be able to review the work of the team

Assessment criteria

The learner can:

- 5.1 reflect on own performance in working as part of a team
- 5.2 review team performance in achieving or working towards goals
- 5.3 contribute to the development of continuous improvement within the work of the team

Unit 388

Understanding autistic people

Unit level:	Level 3
Credit value:	1
GLH:	9
Unit aim:	This unit aims to provide learners with the knowledge and understanding to support working with autistic people and their families, friends and carers. The focus of this unit is on understanding the different challenges autistic people have and the knowledge to underpin supporting them.
Relationship to NOS:	Mapped to: <ul style="list-style-type: none">- Skills for Care Core Capability Frameworks for Supporting Autistic People and/or People with a learning disability- DHSC Right to be heard – mandatory learning disability and autism training for health and social care staff

Learning outcome

The learner will:

- 1 understand what is meant by 'autism'

Assessment criteria

The learner can:

- 1.1 describe
 - 1.1 a the traits that autistic people have in common
 - 1.1 b strengths and differences in autistic disposition.
- 1.2 describe challenges faced by autistic people in accessing community facilities
- 1.3 outline reasonable adjustments that can be made to enable autistic people to access community facilities

Assessment Guidance

autistic disposition: the traits that commonly make up autism

Learning outcome

The learner will:

- 2 understand the tensions which arise between autistic disposition and expectations of society

Assessment criteria

The learner can:

- 2.1 describe ways in which autistic disposition can come into conflict with the expectations of society and the **potential impact** this has on the lives of autistic people
- 2.2 describe how to minimise the impact of differences in social communication and understanding between autistic people and non-autistic people

Range

- 2.1 **potential impact** must include exclusion, discrimination

Learning outcome

The learner will:

- 3 understand how autistic people can experience sensory overload and the importance of a low arousal environment

Assessment criteria

The learner can:

- 3.1 explain what is meant by sensory overload
- 3.2 describe what is meant by a low arousal approach

Learning outcome

The learner will:

- 4 understand how autistic people can use self regulatory strategies

Assessment criteria

The learner can:

- 4.1 describe what is meant by 'self-regulation'
- 4.2 describe a range of self-regulatory strategies
- 4.3 describe how expressions of self regulation are essential to well-being
- 4.4 describe how a service can ensure autistic people are able to engage in self regulation whenever they need to

Learning outcome

The learner will:

- 5 understand the role of routine, predictability and certainty in the lives of autistic peoples

Assessment criteria

The learner can:

- 5.1 describe how uncertainty and unpredictability can cause stress for autistic people
- 5.2 review ways of increasing predictability for autistic people
- 5.3 explain the importance of planning for changes in routine

Unit 389

Supporting meaningful activity and independence through positive risk taking and Active Support

Unit level:	Level 3
Credit value:	2
GLH:	14
Unit aim:	The purpose of this unit is to provide the learner with the knowledge and skills required to support independence in individuals using Active Support and positive risk taking. individual.
Relationship to NOS:	Mapped to: <ul style="list-style-type: none">- Skills for Care Core Capability Frameworks for Supporting Autistic People and/or People with a learning disability- DHSC Right to be heard – mandatory learning disability and autism training for health and social care staff

Learning outcome

The learner will:

- 1 understand the value base and benefits of Active Support

Assessment criteria

The learner can:

- 1.1 describe the principles of Active Support
- 1.2 explain how the **five Service Accomplishments** relate to Active Support
- 1.3 describe the benefits of engagement and participation for:
 - 1.3 a people with learning disabilities
 - 1.3 b people with autism autistic people
 - 1.3 c others
- 1.4 describe **models of working**
- 1.5 describe how models of care can be used to contribute to Active Support
- 1.6 identify potential barriers to maximizing engagement and participation.

1.7 explain ways to overcome barriers to maximizing engagement and participation for individuals

Range

five Service Accomplishments:

- Choice
- Respect
- Relationships
- Competence
- Community Presence

models of working to include:

- hotel model
 - virtuous circle of positive engagement
-

Assessment guidance

Others: Colleagues, family, friends

Learning outcome

The learner will:

2 understand positive interaction and hierarchy of help

Assessment criteria

2.1 describe positive interaction

2.2 describe the application of the hierarchy of help

2.3 explain how the hierarchy of help can be used in Active Support planning

Assessment guidance

positive interaction: supporting interactions using positive reinforcements.

hierarchy of help: ask, instruct prompt, show, guide

Learning outcome

The learner will:

- 3 be able to use Active Support to facilitate participation and maximise engagement of the individual and others

Assessment criteria

The learner can:

- 3.1 identify opportunities for an individual to participate in meaningful activities
- 3.2 explain why the practitioners' duty of care must be balanced with the individuals' right to take risks
- 3.3 develop an Active Support plan for an individual which includes a risk assessment
- 3.4 demonstrate positive interaction and graded support
- 3.5 explain ways of enabling others to use graded support
- 3.6 evaluate the individuals' level of engagement and participation

Assessment guidance

Opportunities: this can be carried out using an opportunity plan

information must be collected from: the individual, other relevant people: eg family, carers, professionals.

Others: may include, colleagues, family, friends

Unit 390

Supporting individuals to manage their behaviour

Unit level:	Level 3
Credit value:	3
GLH:	22
Unit aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and supporting individuals who are distressed, reducing restrictive practices and understanding the principles of trauma informed care.
Relationship to NOS:	Mapped to: <ul style="list-style-type: none">- Skills for Care Core Capability Frameworks for Supporting Autistic People and/or People with a learning disability- DHSC Right to be heard – mandatory learning disability and autism training for health and social care staff

Learning outcome

The learner will:

- 1 understand that behaviour happens for a reason and may be linked to an unmet need

Assessment criteria

The learner can:

- 1.1 explain how unmet need can result in
 - 1.1 a behaviour that challenges
 - 1.1 b distressed behaviour
- 1.2 analyse the relationship between behaviour that challenges/distressed behaviours and the environment

Assessment Guidance

Distressed behaviour: Behaviour that has a negative impact on the individual or those around them.

Learning outcome

The learner will:

- 2 understand potential reasons why individuals may develop behaviour that challenges

Assessment criteria

The learner can:

- 2.1 describe potential reasons why individuals develop behaviour that challenges/distressed behaviours
- 2.2 analyse the factors that increase the risk of people developing behaviours that challenge

Range

Reasons: causes and risks

Factors must include

- biological
- psychosocial
- environmental

Learning outcome

The learner will:

- 3 be able to respond in a trauma informed way

Assessment criteria

The learner can:

- 3.1 explain how trauma may impact on well-being and behaviour
- 3.2 outline the principles of trauma informed support
- 3.3 use trauma informed practice to help an individual to regulate their emotions
- 3.4 enable colleagues to work in a trauma informed way

Assessment guidance

Trauma informed way: knowing holistically about the individual: [trauma informed way toolkit](#)

Learning outcome

The learner will:

- 4 be able to provide a capable environment to meet individual needs

Assessment criteria

The learner can:

- 4.1 describe the components of a capable environment
 - 4.2 explain how a capable environment lowers the risk of behaviours that challenge occurring
 - 4.3 demonstrate how to make reasonable adjustments to the environment to better meet the needs of an individual
-

Assessment guidance

Capable environment: environments which support positive outcomes for individuals and reduce behaviours that challenge

Learning outcome

The learner will:

- 5 be able to use low arousal approaches appropriately

Assessment criteria

The learner can:

- 5.1 describe a range of low arousal approaches
 - 5.2 demonstrate the appropriate use of low arousal approaches
 - 5.3 enable colleagues to use low arousal approaches appropriately
-

Learning outcome

The learner will:

- 6 understand the appropriate use of restrictive practices

Assessment criteria

The learner can:

- 6.1 outline what is meant by 'restrictive practice'
 - 6.2 describe a range of restrictive practices
 - 6.3 explain the potential effects of restrictive practice on individuals.
 - 6.4 describe the legal and national requirements in relation to restrictive practice
 - 6.5 describe actions to take if restrictive practice is used inappropriately
-

Unit 391

Developing practice leadership skills

Unit level:	Level 3
Credit value:	3
GLH:	16
Unit aim:	<p>A practice leader has a greater depth of knowledge and expertise of particular conditions being experienced by the user of services. This unit introduces:</p> <ul style="list-style-type: none">• Leading in a specialist area within scope of own role• Mentoring and coaching others in a specialist area <p>This unit will allow the learner to develop and apply these qualities to a chosen area and to look at how to review and hone the knowledge and skills required. The learner will need to have developed their knowledge and skills in a chosen area in order to support others whilst developing their practice leadership skills.</p>
Relationship to NOS:	<p>Mapped to:</p> <ul style="list-style-type: none">- Skills for Care Core Capability Frameworks for Supporting Autistic People and/or People with a learning disability- DHSC Right to be heard – mandatory learning disability and autism training for health and social care staff

Learning outcome

The learner will:

- 1 understand the role of a practice leader in a service

Assessment criteria

The learner can:

- 1.1 describe how the components of a practice leaders' skills contribute to the effective working of others in a chosen area
- 1.2 describe how practice leaders contribute to supporting:
 - 1.2 a individuals
 - 1.2 b othersIn a chosen area
- 1.3 explain areas of responsibility in which a practice leader can work in own setting
- 1.4 explain how assessing performance and quality of care delivery contributes to individuals' experience.

Range

Components

- Lead in a specialist area within scope of own role
- Mentoring and coaching others in a specialist area

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

Guidance

Others: may include

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

Chosen Area – an area that the learner chooses for mentoring, coaching and feedback. – this must be the same area. E.g. care needs assessment, supporting occupational therapy, supporting physiotherapy, rehabilitation and enablement, telecare, assistive technology

Or

aspects of care and support where an individual may be for example, living with dementia, living with a range of different needs eg learning disabilities or autism.

Learning outcome

The learner will:

- 2 be able to coach and mentor others

Assessment criteria

The learner can:

- 2.1 outline the skills and knowledge needed to coach others
 - 2.2 outline the skills and knowledge required to mentor others
 - 2.3 demonstrate mentoring of others in own chosen area
 - 2.4 demonstrate coaching of others in own chosen area
-

Assessment guidance

Chosen Area – an area that the learner chooses for mentoring, coaching and feedback. – this must be the same area. E.g. care needs assessment, supporting occupational therapy, supporting physiotherapy, rehabilitation and enablement, telecare, assistive technology

Or

aspects of care and support where an individual may be for example, living with dementia, living with a range of different needs eg learning disabilities or autism.

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 give constructive feedback to others

Assessment criteria

The learner can:

- 3.1 explain how to give constructive feedback to others in own chosen area
 - 3.2 demonstrate giving feedback to others in own chosen area
-

Assessment guidance

Chosen Area – an area that the learner chooses for mentoring, coaching and feedback. – this must be the same area. E.g. care needs assessment, supporting occupational therapy, supporting physiotherapy, rehabilitation and enablement, telecare, assistive technology

Or

aspects of care and support where an individual may be for example, living with dementia, living with a range of different needs eg learning disabilities or autism.

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:

4 be able to reflect on practice

Assessment criteria

The learner can:

- 4.1 explain the cyclical process of reflection
-

- 4.2 explain the importance of reflective practice in continuously improving the quality of service provided in chosen area
 - 4.3 reflect on day-to-day work practice.
-

Learning outcome

The learner will:

- 5 be able to review own performance

Assessment criteria

The learner can:

- 5.1 review own knowledge, understanding and performance against relevant standards
 - 5.2 use feedback to review own performance and inform development.
-

Learning outcome

The learner will:

- 6 be able to use reflective practice to contribute to personal development

Assessment criteria

The learner can:

- 6.1 explain how learning activities have affected practice
- 6.2 demonstrate how reflective practice has contributed to improved ways of working

Unit 392

Support individuals to manage their own recovery from mental health problems

UAN:	K/615/7938
Unit level:	Level 3
Credit value:	3
GLH:	10
Unit aim:	This unit covers the knowledge and skills required to be able to support Individuals to manage their own recovery form mental health problems

Learning outcome

The learner will:

- 1 understand the principles that promote and support well-being and recovery from mental health problems

Assessment criteria

The learner can:

- 1.1 explain the biological, psychological and social factors that influence mental well-being and recovery from mental health problems
- 1.2 define the term recovery when working with individuals who are managing their mental health problems
- 1.3 explain how the factors affect an individual's ability to apply the recovery principles
- 1.4 describe how self-management approaches put the individual in control of their own recovery

Assessment Guidance

(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) **Recovery:** Recovery is about building a meaningful and satisfying life, whether or not there are recurring or ongoing symptoms or mental health problems

Learning outcome

The learner will:

- 2 know the range of issues that may be addressed in a recovery plan

Assessment criteria

The learner can:

- 2.1 explain how different aspects of the individual's life can be addressed in their recovery plan
- 2.2 evaluate the approaches and interventions that can support individuals in their recovery

Learning outcome

The learner will:

- 3 be able to support people to use approaches for managing their own recovery from mental health problems

Assessment criteria

The learner can:

- 3.1 apply recovery principles and values in their own actions and interactions with others
- 3.2 work in a way that recognises that a person who needs additional support may have their own definitions of recovery which should be respected and supported
- 3.3 support an individual in drawing up their own recovery plan
- 3.4 support an individual in putting their recovery plan into practice

Unit 393

Supporting individuals to develop self-advocacy skills

Unit level:	Level 3
Credit value:	2
GLH:	13
Unit aim:	The purpose of the unit is to enable adult care workers to help individuals who draw on care and/or support services to develop self-advocacy skills.
Relationship to NOS:	Mapped to: <ul style="list-style-type: none">- Skills for Care Core Capability Frameworks for Supporting Autistic People and/or People with a learning disability DHSC Right to be heard – mandatory learning disability and autism training for health and social care staff

Learning outcome

The learner will:

- 1 understand the need for self-advocacy

Assessment criteria

The learner can:

- 1.1 outline the history of self-advocacy
- 1.2 explain the effects of institutionalisation on individuals
- 1.3 explain eugenics
- 1.4 describe labels that Disabled People experience and their impact
- 1.5 explain the benefits of self-advocacy
- 1.6 explain the social model of disability

Assessment guidance

(AC1.4) This should include negative labels and stereotypes such as being labelled vulnerable, infirm, handicapped, insane, retarded, unemployable. See Gov Website - <https://www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability>

Learning outcome

The learner will:

- 2 be able to support individuals to self-advocate

Assessment criteria

The learner can:

- 2.1 use active listening with individuals to understand their perspective
- 2.2 work in ways that respect individual's choice or viewpoint regardless of own view
- 2.3 establish what individuals wants
- 2.4 work with the individual to prepare them to self-advocate
- 2.5 share information so individuals can make choices
- 2.6 maintain boundaries within the self-advocacy relationship
- 2.7 support individuals to participate in a meeting

Assessment guidance

- (AC2.3) This should be achieved by using the appropriate communication skills including areas such as non-verbal methods e.g. Makaton, picture boards etc.
- (AC2.4) **Prepare:** this could include role playing, practicing, rehearsing or writing scripts
- (AC2.5) **Information:** including easy ready information or information presented in accessible formats
- (AC2.6) **Boundaries:** this could include focusing on what the individual wants, not giving advice, not making decisions on the individuals behalf

Learning outcome

The learner will:

- 3 be able to support individuals to develop and use their own power

Assessment criteria

The learner can:

- 3.1 describe what personal power and power imbalance mean in the context of social care
- 3.2 describe ways an individual can take power
- 3.3 identify barriers that stop individuals from being empowered
- 3.4 support individuals to lead the advocacy relationship
- 3.5 support the individual to challenge a decision
- 3.6 support the individual to challenge stereotypes

Assessment guidance

(AC3.2) **Ways:** could include speaking up, challenging decisions, being heard, expressing a view, feeling confident.

(AC3.4) **Lead:** this could include supporting the individual to dictate the pace, topics discussed, issues raised, endings.

(AC3.5- **Challenge:** this could be either supporting the individual to raise concerns and challenge AC3.6) or doing this or with their permission on their behalf.

Power: power and power imbalance: <https://be-human.org.uk/building-personal-power/>

Learning outcome

The learner will:

4 understand the impact of being able to self-advocate

Assessment criteria

The learner can:

4.1 identify challenges and positive outcomes for individuals who self-advocate.

4.2 identify opportunities to promote self-advocacy within own practice

4.3 explain own personal motivation in supporting individuals to self-advocate

4.4 reflect on the impact on own practice of supporting individuals to self-advocate

Assessment guidance

LO1 and LO4 - professional discussion, self-reflection

LO2 and LO3 - work products, observation of practice by an expert witness testimony and/or assessor.

Unit 401

Promote the physical health of individuals with mental health needs.

UAN:	H/615/9574
Unit level:	Level 4
Credit value:	3
GLH:	20
Unit aim:	This unit applies to anyone responsible for identifying the physical health needs of individuals with mental health needs and determining courses of action to promote their physical health.
Relationship to NOS:	This unit is linked to MH18

Learning outcome

The learner will:

- 1 understand how to assess the physical health needs of individuals with mental health needs

Assessment criteria

The learner can:

- 1.1 analyse how physical and mental health needs may be linked and may impact on one another
- 1.2 describe needs-led assessment and person-centred planning in relation to assessing health needs
- 1.3 describe legislation, policies and procedures that apply to the assessment process

Learning outcome

The learner will:

- 2 be able to carry out assessments of the physical health needs of individuals with mental health needs

Assessment criteria

The learner can:

- 2.1 obtain valid consent
 - 2.2 carry out an assessment of an individuals' physical health needs in line with agreed ways of working
 - 2.3 communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
 - 2.4 explain why it is important to conduct a holistic assessment
 - 2.5 identify where the outcomes of the assessment require further advice, investigation or referral
-

Range

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

Learning outcome

The learner will:

- 3 be able to record the outcome of assessments

Assessment criteria

The learner can:

- 3.1 record assessments in line with agreed ways of working
 - 3.2 discuss the content of the assessment records with the individual
 - 3.3 outline actions to take if the individual does not wish to share essential information with others
-

Learning outcome

The learner will:

- 4 be able to plan actions needed following physical health assessments

Assessment criteria

The learner can:

- 4.1 plan actions to be taken in line with agreed ways of working
 - 4.2 identify the risks attached to various courses of action
-

Learning outcome

The learner will:

- 5 be able to make referrals
-

Assessment criteria

The learner can:

- 5.1 obtain and record valid consent where referral is required
- 5.2 make referrals in line with agreed ways of working
- 5.3 describe why a referral may be refused
- 5.4 outline the actions to be taken when a referral is refused

Unit 402

Support individuals to access education, training or employment

UAN:	K/615/7924
Unit level:	Level 4
Credit value:	4
GLH:	31
Unit aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.
Relationship to NOS:	SCDHSC0348

Learning outcome

The learner will:

- 1 understand the value of engagement in training, education or employment for individuals

Assessment criteria

The learner can:

- 1.1 explain why engagement in education, training or employment opportunities can have a positive impact on the well-being and quality of life of individuals

Range

(AC1.1) **Individuals:** 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 how legislation, guidance and codes of practice support an individual to access training, education or employment

Assessment criteria

The learner can:

- 2.1 outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
 - 2.2 explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment
 - 2.3 identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities
-

Learning outcome

The learner will:

- 3 understand the support available to individuals accessing education, training or employment

Assessment criteria

The learner can:

- 3.1 identify agencies that provide support to individuals accessing education, training or employment
 - 3.2 explain the support provided by the agencies identified
-

Learning outcome

The learner will:

- 4 be able to support an individual to identify and access education, training or employment that meet needs and preferences

Assessment criteria

The learner can:

- 4.1 work with individuals to identify education, training or employment opportunities
 - 4.2 work with the individual and/or others to source accessible information on education, training or employment opportunities
 - 4.3 support the individual to select education, training or employment
 - 4.4 support the individual to complete applications to access education, training or employment
 - 4.5 support the individual to prepare for interview or selection for education, training or employment
-

Range

(AC4.1) **Employment opportunities:** responses to assessment criteria 4.1 should take into account:

- Aspirations
 - Skills and abilities
-

- Interests
- Experience
- Qualifications
- Support needs
- Preferred career pathway
- Personal circumstances
- Language / communication needs

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

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

Learning outcome

The learner will:

- 5 be able to support individuals to undertake education, training or employment

Assessment criteria

The learner can:

- 5.1 outline own role and role of others in providing support to an individual to undertake education, training or employment
- 5.2 work with the individual and/or others to identify assistive technology, resources and support that may be needed to undertake education, training or employment

Learning outcome

The learner will:

- 6 be able to evaluate engagement in education, training or employment

Assessment criteria

The learner can:

- 6.1 review with the individual and/or others how well the education, training or employment opportunity has met:
- 6.1 a expectations
- 6.1 b identified outcomes
- 6.2 review with the individual and/or others the continued support required to undertake education, training or employment
- 6.3 agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

Unit 403

Support individuals to access and manage direct payments

UAN:	T/615/7926
Unit level:	Level 4
Credit value:	4
GLH:	20
Unit aim:	This unit covers the underpinning knowledge and skills to enable learners to support individuals with managing direct payments. This unit can apply to a number of care settings.
Relationship to NOS:	SCDHSC0346

Learning outcome

The learner will:

- 1 understand the role of direct payments

Assessment criteria

The learner can:

- 1.1 explain the purpose of direct payments
- 1.2 explain legislation and policies relating to direct payments for providing care and support
- 1.3 identify the range of services for which direct payments may be used
- 1.4 explain the term personalisation in relation to direct payments

Learning outcome

The learner will:

- 2 be able to support individuals to decide whether to use direct payments

Assessment criteria

The learner can:

- 2.1 identify sources of information and advice about using direct payments

- 2.2 identify the conditions that need to be met for the individual to be eligible for direct payments
 - 2.3 provide information and advice about direct payments in a way that is accessible to an individual and others
 - 2.4 access specialist guidance about using direct payments
 - 2.5 work with the individual and others to assess:
 - 2.5 a whether a direct payment would be beneficial in meeting the individual's needs
 - 2.5 b the level and type of support needed to manage the direct payment
-

Range

(AC2.3) **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

(AC2.3) **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 provide support to select services to be purchased with direct payments

Assessment criteria

The learner can:

- 3.1 provide accessible information about services that are likely to meet the individual's needs
 - 3.2 work with the individual and others to select support that meets their needs within resources available
 - 3.3 support the individual to check and understand documents produced by service providers selected
-

Learning outcome

The learner will:

- 4 be able to provide support for completing paperwork associated with direct payments

Assessment criteria

The learner can:

- 4.1 contribute to completing paperwork to apply for direct payments, in a way that promotes active participation
-

- 4.2 support the individual to make payments for services purchased, in a way that promotes active participation
 - 4.3 contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation
-

Range

(AC4.1) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Learning outcome

The learner will:

- 5 understand how to address difficulties, dilemmas and conflicts relating to direct payments

Assessment criteria

The learner can:

- 5.1 explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments
 - 5.2 identify practical difficulties and conflicts that may arise in relation to direct payments
 - 5.3 describe strategies to resolve or minimise difficulties, dilemmas and conflicts
-

Learning outcome

The learner will:

- 6 be able to contribute to reviewing the support provided through direct payments

Assessment criteria

The learner can:

- 6.1 agree with the individual any support needs and the required support to be purchased
 - 6.2 work with the individual and others to evaluate the support they have purchased
 - 6.3 agree and record any changes needed to the support purchased
 - 6.4 provide feedback to organisations about the support purchased
-

Learning outcome

The learner will:

- 7 be able to contribute to reviewing the management of direct payments
-

Assessment criteria

The learner can:

- 7.1 work with the individual and others to review the management of the direct payment
- 7.2 agree and record any changes to the type and level of support needed for managing a direct payment
- 7.3 provide feedback to people and organisations about the management of the individual's direct payment

Unit 404

Support individuals to manage dysphagia

UAN:	D/615/8018
Unit level:	Level 4
Credit value:	5
GLH:	35
Unit aim:	This unit is aimed at those who support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia.
Relationship to NOS:	CHS159

Learning outcome

The learner will:

- 1 understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines

Assessment criteria

The learner can:

- 1.1 summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia
- 1.2 describe why individuals with dysphagia should be encouraged to promote their own health and well-being
- 1.3 describe the types of activities to compensate, support development or maintenance of swallowing ability

Range

(AC1.1) **Individual:** can be adults, children and young people or older people

(AC1.1) **Dysphagia:** includes eating, drinking and swallowing difficulties

Learning outcome

The learner will:

- 2 understand how dysphagia affects individuals

Assessment criteria

The learner can:

- 2.1 describe the main clinical causes of dysphagia
 - 2.2 outline how to recognise the main types of dysphagia
 - 2.3 identify major risks and secondary difficulties associated with dysphagia
 - 2.4 describe the anatomy and physiology relevant to maintaining a safe swallow
 - 2.5 explain how an individual's ability to swallow is affected by:
 - 2.5 a sensory impairment
 - 2.5 b physical impairment
 - 2.5 c neurological impairment
 - 2.5 d cognitive impairment
 - 2.5 e previous experiences of oral feeding
 - 2.5 f age
 - 2.6 explain how to provide a suitable environment for affected individuals
-

Learning outcome

The learner will:

- 3 know the importance of nutritional intake for individuals with dysphagia

Assessment criteria

The learner can:

- 3.1 describe the impact of dysphagia on oral intake and nutrition for an individual
 - 3.2 describe safe practices with regard to preparing oral intake
 - 3.3 describe food or drink textures in accordance with national guidelines and how this relates to individuals with dysphagia
 - 3.4 explain how to implement feeding techniques within scope of own role
 - 3.5 identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia
-

Learning outcome

The learner will:

- 4 be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes

Assessment criteria

The learner can:

- 4.1 confirm the individual's identity and gain valid consent prior to carrying out the therapy programme
 - 4.2 explain the skill development activities to the individual or carer
 - 4.3 support the individual's active participation with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice
 - 4.4 provide oral intake in the consistency and appearance outlined in the individual's care programme
 - 4.5 provide the individual with sufficient time to practice newly developed skills
 - 4.6 provide the individual or carer with information and advice in regards to management, as instructed by the specialist
 - 4.7 carry out therapeutic feeding activities with dysphagic individuals under direction
 - 4.8 assist others in the development of:
 - 4.8 a optimal feeding strategies
 - 4.8 b modelling and reinforcing strategies recommended by a Speech and Language Therapist
-

Range

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

(AC4.3) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

(AC4.8) **Others** may include:

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

Learning outcome

The learner will:

- 5 be able to provide information to colleagues regarding individuals' treatment

Assessment criteria

The learner can:

- 5.1 update records regarding the support provided, in line with local policy and protocol
 - 5.2 provide feedback to the individual's therapist and care team to aid future care planning
-

Unit 405

Enable individuals with mental health problems to develop alternative coping strategies

UAN:	L/615/8161
Unit level:	Level 4
Credit value:	4
GLH:	16
Unit aim:	This unit aims to provide learners with the knowledge, skills and understanding to be able to work with individuals with mental health problems to change behaviour which has a negative impact on themselves or others. The focus is on helping the individual recognise the impact of their behaviour and develop alternative coping strategies.

Learning outcome

The learner will:

- 1 understand the legal, service and social context of work with individuals in relation to their behaviour

Assessment criteria

The learner can:

- 1.1 explain how the practice of working with individuals in relation to their behaviour is affected by:
 - 1.1 a the purpose of the service provider
 - 1.1 b the priorities of the service provider
 - 1.1 c legislation
- 1.2 explain how culture, gender and beliefs can affect views of acceptable and non-acceptable behaviour
- 1.3 describe the personal, interpersonal and social factors that may influence or trigger behaviour that is seen as non-acceptable
- 1.4 describe the sources of support available
- 1.5 identify the range of sources of information about an individual
- 1.6 explain how to assess and manage risks to own and others' safety
- 1.7 explain the ethical and moral issues that arise when dealing with behaviours that could harm the individual or others

Range

(AC1.1) **Individuals** 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 gather and use relevant information to explore behavioural responses

Assessment criteria

The learner can:

- 2.1 review information from a range of sources about the individual's background, circumstances, behaviour and needs
 - 2.2 use strategies to establish a positive working relationship with the individual
 - 2.3 review information to confirm whether it provides an accurate basis on which to explore behavioural responses
 - 2.4 support the individual to identify patterns of behaviour that have a negative impact on themselves and others
 - 2.5 support the individual to recognise the impact of their behaviour on themselves and others
 - 2.6 support the individual to recognise triggers that may lead to patterns of behaviour that have a negative impact on themselves and others
 - 2.7 support the individual to identify ways in which they could change their behavioural response and what benefits this may bring to themselves and others
 - 2.8 recognise limitations of own role and the point at which you need to seek further support
-

Range

(AC2.5) **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 work with an individual to plan a strategy for changing patterns of behaviour that have a negative impact

Assessment criteria

The learner can:

- 3.1 support the individual to identify patterns of behaviour that they are willing to change
-

- 3.2 produce a plan in partnership with the individual
 - 3.3 produce a record of what has been agreed with the individual
-

Range

(AC3.1 - **Strategy for changing patterns of behaviour** could include:

- AC3.3)
- Cognitive Behavioural Therapy (CBT)
 - Motivational Interviewing
 - E-health interventions
 - Neuro-linguistic programming (NLP)
 - Dialectic Behavioural Therapy (DBT)
 - Psychodynamic therapy
 - Family therapy or family systems therapy
-

Learning outcome

The learner will:

- 4 be able to work with an individual and significant others to review a strategy for changing patterns of behaviour that have a negative impact

Assessment criteria

The learner can:

- 4.1 conduct reviews according to the individual's needs and the nature of the behaviour
 - 4.2 support the individual and significant others to evaluate the effectiveness of the strategy
 - 4.3 produce a record of the review
 - 4.4 communicate the results of the review to all those who have a right and need to receive them
-

Range

(AC4.2) **Significant others** may include:

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

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

Quality Assurance Standards: Centre Handbook

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.

Quality Assurance Standards: Centre Assessment

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

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

Useful contacts

Please visit: [Contact us | City & Guilds \(cityandguilds.com\)](http://www.cityandguilds.com)

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

City & Guilds Group

Our vision is for a world in which everyone has the skills and opportunities to succeed. We support over 4 million people each year to develop skills that help them into a job, develop on that job and to prepare for their next job. As a charity, we're proud that everything we do is focused on achieving this purpose. Whether that's through delivering work-based learning programmes that build competency, providing flexible pathways that support lifelong employability or through the City & Guilds Foundation funding initiatives that help remove barriers to work and learning.

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Giltspur House
5-6 Giltspur Street
London EC1A 9DE
www.cityandguilds.com