

City & Guilds Level 3 Diploma in Adult Care (England) (3096-31)

Version 1.0 (May 2022)

Qualification Handbook

Qualification at a glance

Subject area	Adult Care
City & Guilds number	3096
Age group approved	16+
Entry requirements	None
Assessment	Portfolio of evidence
Grading	Pass/Fail
Approvals	Automatic approval
Support materials	Textbook, Smart Screen, Learning Assistant
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 3 Diploma in Adult Care (England)	3096-31 (3096-91 unit route)	610/0789/4	390	580

Version and date	Change detail	Section
1.0 May 22	Initial version	All

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1 Introduction

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

Area	Description
Who is the qualification for?	<p>The Level 3 Diploma in Adult Care (England) is an occupational qualification for learners who work in Adult Care Settings in England. The qualification is linked to the Lead Adult Care Worker 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 unit content which can be combined in flexible ways to reflect the real working context of different learners. The content of the mandatory units covers person-centred approaches, communication, personal development, equality and inclusion, handling information, duty of care, responsibilities of the role, safeguarding, and health, safety and wellbeing. 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. Unit 328 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 learners 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 Leading and Managing an Adult Care Service (3096-51) providing they are in an appropriate job role.</p>

Who did we develop the qualification with?

This qualification is to be endorsed by Skills for Care the Sector Skills Council for Adult Social Care in England and is based on their qualification criteria.

Is it part of an apprenticeship framework or initiative?

Yes. This qualification is the on-programme component of the Lead Adult Care Worker 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 City & Guilds Level 3 Diploma in Adult Care (England) learners must be achieve a minimum of **58** credits

39 credits from the Mandatory units

A minimum of **19** credits from the optional units in group A and group B

A maximum of **9** credits from the knowledge only units in group B.

A maximum of **9** credits from the level 2 units

Barred Units

Unit 203 is barred with unit 350

Unit 338 is barred with unit 331

Unit 331 is barred with unit 338

Unit 333 is barred with unit 334

Unit 334 is barred with unit 333

Unit 350 is barred with unit 203

Unit 322 is barred with unit 323

Unit 323 is barred with unit 322

Unit 336 is barred with unit 333

Unit 336 is barred with unit 334

Unit 333 is barred with unit 336

Unit 334 is barred with unit 336

Unit 368 is barred with unit 367

Unit 367 is barred with unit 368

Unit 371 is barred with unit 365

Unit 365 is barred with unit 371

Please see Appendix 3

City & Guilds unit number	Unit level	Unit title	Group	Credit Value	GLH
Mandatory					
3096-300	3	Responsibilities and ways of working in adult care settings/services	M	2	18
3096-301	3	Safeguarding and protection in adult care settings/services	M	3	24
3096-302	3	Understanding mental capacity and restrictive practice	M	2	18
3096-303	3	Understanding duty of care	M	2	15
3096-304	3	Effective communication in adult care settings/services	M	3	25
3096-305	3	Handling information in adult care settings/services	M	2	15
3096-306	3	Promoting and implementing person-centred practice	M	3	22
3096-307	3	Promoting choice and independence in adult care settings/services	M	3	22
3096-308	3	Supporting individuals with their health and wellbeing	M	3	22
3096-309	3	Promoting equality, diversity, inclusion and human rights in adult care settings/services	M	2	18
3096-310	3	Promoting health and safety in adult care settings/services	M	3	20
3096-311	3	Supporting infection prevention and control in adult care settings/services	M	2	15
3096-312	3	Implementing health and safety in adult care settings/services	M	3	20
3096-313	3	Continuous development when working in an adult care worker role	M	3	20
3096-314	3	Understanding personal wellbeing	M	3	20
Optional					
3096-201	2	Supporting individuals to meet personal care needs	A	2	16
3096-202	2	Moving and positioning individuals in accordance with their care plan	A	4	26
3096-203	2	Supporting individuals to manage continence	A	3	19
3096-204	2	Providing support to manage pain and discomfort	A	2	15

3096-205	2	Understanding how to support people with learning disabilities as they grow older	B	1	11
3096-206	2	Understanding the context of supporting individuals with learning disabilities	B	2	18
3096-207	2	Supporting independence in the tasks of daily living	A	5	37
3096-208	2	Undertaking agreed pressure area care	A	4	30
3096-209	2	Providing support for leisure activities	A	3	23
3096-210	2	Contributing to supporting group care activities	A	3	23
3096-211	2	Understanding advocacy	B	2	18
3096-212	2	Supporting individuals to eat and drink	A	2	15
3096-213	2	Contributing to monitoring the health of individuals affected by health conditions	A	2	18
3096-214	2	Obtaining and testing specimens from individuals	A	2	15
3096-215	2	Principles of health promotion	B	2	13
3096-216	2	Understanding how to contribute to the care of deceased individuals within adult care settings/services	B	2	24
3096-217	2	Safe practice when visiting individuals in their home	A	2	14
3096-320	3	Supporting individuals to access and use services and facilities	A	4	25
3096-321	3	Supporting the spiritual wellbeing of individuals	A	3	26
3096-322	3	Supporting the use of medication in adult care	A	4	26
3096-323	3	Administering medication to individuals and monitor the effects	A	5	30
3096-324	3	Promoting wellbeing and the rights of individuals with learning disabilities and/or autism	A	2	14
3096-325	3	Supporting individuals to develop self-advocacy skills	A	2	13
3096-327	3	Supporting person-centred thinking and planning in adult care	A	4	25
3096-328	3	Knowledge, skills and behaviour expected of a lead adult care worker	A	2	17
3096-329	3	Developing practice leadership skills	A	3	16
3096-330	3	Understanding sensory loss	B	3	21

3096-331	3	Promoting effective communication with individuals experiencing significant sensory loss	A	4	30
3096-332	3	Understanding how to prepare individuals for clinical healthcare activities	B	3	24
3096-333	3	Positive behaviour support in adult care	A	4	24
3096-334	3	Promoting positive behaviour	A	6	44
3096-335	3	Enabling individuals to develop strategies to manage their behaviour	A	8	60
3096-336	3	Supporting individuals to manage their behaviour	A	3	22
3096-337	3	Understanding how to support the use of assistive technology in adult care setting/services	B	5	35
3096-338	3	Assisting individuals with specific communication needs	A	4	20
3096-339	3	Undertaking physiological measurements	A	3	23
3096-340	3	Supporting positive risk taking for individuals	A	4	32
3096-341	3	Supporting individuals during a period of change	A	4	29
3096-342	3	Providing support to individuals to continue recommended therapies	A	3	20
3096-343	3	Implementing therapeutic group activities	A	4	25
3096-344	3	Supporting individuals to manage their finances	A	3	20
3096-345	3	Providing information and advice to individuals on improving/maintaining optimum nutritional status	A	5	38
3096-346	3	Administering oral nutritional products to individuals	A	3	20
3096-347	3	Supporting reablement programmes to maintain and increase functional independence	A	4	28
3096-348	3	Enabling individuals to negotiate environments	A	5	34
3096-349	3	Supporting individuals to maintain stoma care	A	4	24
3096-350	3	Supporting urinary continence management and catheter care in health and care settings	A	4	26
3096-351	3	Supporting individuals accessing housing and accommodation services	A	4	31

3096-352	3	Understanding physical disability	B	2	22
3096-353	3	Supporting individuals with multiple conditions and/or disabilities	A	3	25
3096-354	3	Supporting individuals with a learning disability to access healthcare	A	3	22
3096-355	3	Supporting individuals with self-directed support	A	5	35
3096-357	3	Understanding long term health conditions and frailty	B	3	20
3096-358	3	Understanding the process and experience of dementia	B	3	22
3096-359	3	Understanding the impact of acquired brain injury on individuals	B	3	25
3096-360	3	Understanding stroke care management	B	4	36
3096-361	3	Diabetes awareness	B	3	24
3096-362	3	Supporting individuals who are substance users	A	3	20
3096-363	3	Supporting healthy relationships	A	2	16
3096-364	3	Supporting individuals to participate in activity provision in adult care	A	4	24
3096-365	3	Promoting health and wellbeing of people with learning disabilities and/or autistic people	A	2	14
3096-366	3	Understanding autistic people	B	1	9
3096-367	3	Supporting meaningful activity and independence through active support	A	2	14
3096-368	3	Promoting active support	A	3	25
3096-370	3	Supporting individuals to live at home	A	4	29
3096-371	3	Supporting individuals within a shared living environment	A	4	33
3096-372	3	Preparing for and carrying out extended feeding techniques	A	3	18
3096-373	3	Undertaking treatments and dressings of lesions and wounds	A	4	23
3096-374	3	Undertaking tissue viability risk assessments	A	3	16
3096-375	3	Understanding the importance of oral care for individuals using adult care settings/services	B	3	15

3096-376	3	Understanding how to provide support for individuals and others when working in end of life care within adult care	B	4	35
3096-377	3	Managing symptoms in end of life care	A	4	30
3096-378	3	Understanding the needs of individuals with dementia at end of life	B	3	18
3096-379	3	Understanding mental wellbeing and mental health promotion	B	3	20
3096-380	3	Understanding mental health	B	3	16
3096-381	3	Supporting individuals to manage their own recovery from mental ill-health	A	3	35
3096-382	3	Menopause awareness	B	3	25
3096-383	3	Understanding Parkinson's disease within an adult care setting/service	B	3	25
3096-384	3	Understanding advance care planning	B	3	25
3096-385	3	Health promotion initiatives to support individuals with their health and wellbeing	A	3	15
3096-401	4	Promoting the physical health of individuals with mental ill-health	A	3	20
3096-402	4	Enabling individuals with mental ill-health to manage their behaviour	A	4	30
3096-403	4	Supporting individuals to manage dysphagia	A	3	18
3096-404	4	Supporting individuals to access education, training or employment	A	4	33
3096-405	4	Supporting individuals to access and manage direct payments	A	4	20
3096-406	4	Understanding mentoring and coaching in adult care	B	3	18
3096-407	4	Introduction to leadership and management within adult care	B	3	20
3096-408	4	Understanding how to support the induction process in adult care	B	3	18
3096-409	4	Understanding recruitment in adult care	B	4	24

Total Qualification Time

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

TQT is comprised of the following two elements:

- 1) The number of hours that an awarding organisation has assigned to a qualification for Guided Learning, and
- 2) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 3 Diploma in Adult Care (England)	390	580

2 Centre requirements

Approval

Full approval

To offer this qualification, **new centres** will need to gain both centre and qualification approval. Please refer to the document **Quality Assurance Standards: Centre Approval Process** for further information.

OR

Automatic approval

If your centre is approved to offer the Level 3 Diploma in Adult Care (3095-31), Level 4 Diploma in Adult Care (4222-34) or the Level 5 in Leadership and Management for Adult Care (3080-51), you will be automatically approved to offer the new Level 3 Diploma in Adult Care (England) (3096-31). Please refer to the document **Quality Assurance Standards: Centre Approval Process** for further information.

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

Resource requirements

Resources

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 or be working towards the most current Assessor qualifications, e.g. the Level 3 Award in Assessing Competence in the Work Environment or other Level 3 Certificate in Assessing Vocational Achievement or
 - hold the A1 Assessors Award or D32/33 units
 - 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.

Quality assurance

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

quality assurance. For more detail on this visit the [Quality Assurance Standards](#) documents on the City & Guilds website.

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

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

Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

The qualification requirements for an IQA for competence-based qualifications are as follows, the IQA must:

- hold or be working towards the current Quality Assurance qualifications, e.g.
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
 - Hold the D34 unit or V1 Verifiers Award.

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

The role of the EQA is to:

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

Learner entry requirements

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

It is the responsibility of the centre to liaise with the employer to ensure the learner 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 learners are undertaking an apprenticeship standard, they must undertake an enhanced disclosure and barring service check prior to starting the apprenticeship.

Age restrictions

This qualification is approved for learners aged 16 or above.

Access to assessment and special consideration

For information on how to apply for access arrangements please refer to ***How and when to apply for access arrangements and special consideration (cityandguilds.com)***

3 Delivering the qualification

Initial assessment and induction

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

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification
- ensure that the range of optional units chosen are supported by the learner'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 learner fully understands the requirements of the qualification, their responsibilities as a learner and 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
Textbook	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk
Learning Assistant	www.cityandguilds.com

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

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

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. **Centre document library | City & Guilds (cityandguilds.com)** under the Quality Assurance banner.

4 Assessment

Assessment of the qualification

Learners must:

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

Assessment strategy

Level 3 Diploma in Adult Care (England) is a competence-based qualification which is assessed by a portfolio of evidence. The candidate is measured against learning outcomes and assessment criteria described in each unit of the qualification. The candidate must meet all the learning outcomes within the chosen units (which must be within the rules of combination) 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> - See Appendix 2

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 and in particular, the units chosen.

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 strongly 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 the main source of evidence. **Simulation is not permitted for any of the units within this qualification.**

Assessment decisions for skills based learning outcomes must be made during the candidate's normal work activity by an occupationally qualified, competent and knowledgeable assessor. Skills based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers. The direct observation must not compromise the dignity of the individual.

Assessment of knowledge based learning outcomes 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 candidate's 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.

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 they 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.

Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a candidate's practice.

NB Confidential records must not to be included in candidate portfolios but must be referred to in the assessment records.

Time constraints

Qualification registration is valid for five years.

Recognition of prior learning (RPL)

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

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5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Unit level
- Credit value
- Guided learning hours (GLH)
- Assessment type
- Unit aim
- Learning outcomes, which are comprised of a number of assessment criteria
- Range statements (where given)
- Supporting information

Guidance for delivery of the Units

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

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

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

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied. Centres must deliver the full breadth of the range, where specified.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit. Learners must have access to work duties, tasks 'working directly with individuals using services' which will allow them to meet the real work environment requirements of the units in this qualification.

Unit 201

Supporting individuals to meet personal care needs

Unit level:	2
Credit value:	2
GLH:	16
Assessment type:	Portfolio of evidence
Aim:	This unit enables the learner to demonstrate the skills required to support individuals with their personal care needs. It stresses the need to promote choice, dignity and active participation of the individual, whilst understanding the need for hygiene and safety precautions. Learners will be able to report and record on support provided to individuals.

Learning outcome

The learner will:

LO1 be able to work with individuals to identify their needs and preferences in relation to personal care

Assessment criteria

The learner can:

AC1.1 enable an individual to communicate their needs, preferences and personal beliefs affecting their personal care

AC1.2 establish the level and type of support needs for personal care with an individual

AC1.3 agree with an individual how privacy will be maintained during personal care

Learning outcome

The learner will:

LO2 be able to provide support for personal care

Assessment criteria

The learner can:

AC2.1 obtain valid consent for personal care activities

AC2.2 support individuals to understand the reasons for:

a. hygiene precautions

b. safety precautions

AC2.3 use the following to minimise the risk of infection

- a. protective equipment
- b. protective clothing
- c. hygiene techniques

AC2.4 report concerns about the safety and hygiene of equipment or facilities used for personal care

AC2.5 ensure individuals understand how to summon help if alone during personal care

AC2.6 dispose of waste materials safely

Learning outcome

The learner will:

LO3 be able to support individuals to use the toilet

Assessment criteria

The learner can:

AC3.1 provide support for an individual to use toilet facilities in ways that respect dignity

AC3.2 support an individual to make themselves clean and tidy after using toilet facilities

AC3.3 support an individual to wash their hand after using the toilet

Learning outcome

The learner will:

LO4 be able to support individuals to maintain personal hygiene

Assessment criteria

The learner can:

AC4.1 ensure room and water temperatures meet individual needs and preferences for: washing and bathing

AC4.2 ensure toiletries, materials and equipment are within reach of an individual

AC4.3 support an individual to carry out personal hygiene activities maintaining comfort, respecting dignity and promoting active participation

AC4.4 enable an individual to carry out dental and mouth care

Learning outcome

The learner will:

LO5 be able to support individuals to manage their personal appearance

Assessment criteria

The learner can:

AC5.1 enable an individual to manage their personal appearance in ways that promote choice and active participation and respect dignity

AC5.2 encourage an individual to keep their clothing and personal care items clean and safe

Learning outcome

The learner will:

LO6 be able to monitor and report on support for personal care

Assessment criteria

The learner can:

AC6.1 seek feedback from an individual and others on how well support for personal care meets an individual's needs and preferences

AC6.2 record and report on an individual's personal care in agreed ways

AC6.3 report concerns about an individual's personal care activities

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Supporting Information

Evidence requirements

For competence outcomes, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Individual: refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Where an individual requires support from an additional carer, they can be included in the demonstration of skills to support the individual.

AC1.1 Preferences: may be based on:

- Values
- Culture

AC2.1 Valid consent must be in line with current, relevant legal requirements.

AC6.1 Others: may include:

- Team members
- Families
- Informal carers
- Advocates

Unit 202

Moving and positioning individuals in accordance with their care plan

Unit level:	2
Credit value:	4
GLH:	26
Assessment type:	Portfolio of evidence
Aim:	This unit enables learners to understand current, relevant legislation and guidance about moving and positioning Individuals. Learners will demonstrate how to prepare individuals and themselves for moving and positioning to ensure safety. Learners will demonstrate how to engage individuals to actively participate in the process thus ensuring their needs and preferences are met.

Learning outcome

The learner will:

- LO1 understand current, relevant legislation, guidelines and agreed ways of working in relation to moving and positioning individuals

Assessment criteria

The learner can:

- AC1.1 outline current, relevant legislation, guidelines and agreed ways of working in relation to moving and positioning individuals
- AC1.2 outline own responsibilities in relation to moving and positioning individuals
- AC1.3 describe health and safety considerations when moving and positioning of individuals
- AC1.4 explain how to support own health when moving and positioning individuals
- AC1.5 describe how specific health conditions may affect the movement and positioning of individuals
- AC1.6 describe when advice and/or assistance should be sought in relation to moving or positioning individuals

Learning outcome

The learner will:

- LO2 be able to minimise risk before moving and positioning individuals

Assessment criteria

The learner can:

- AC2.1 carry out preparatory checks using:
 - a. an individual's care/support plan
 - b. the moving and handling risk assessment
 - AC2.2 identify any immediate risks to an individual or self
 - AC2.3 describe the action to take in relation to identified risks
 - AC2.4 describe the action to take if an individual's wishes conflict with their care/support plan
 - AC2.5 prepare the environment ensuring:
 - a. adequate space for the move
 - b. potential hazards are removed
 - AC2.6 apply standard precautions for infection control
-

Learning outcome

The learner will:

- LO3 be able to move and position individuals

Assessment criteria

The learner can:

- AC3.1 confirm an individual's identity and obtain valid consent for the activity
- AC3.2 communicate with an individual in a manner which:
 - a. is respectful of personal beliefs and preferences
 - b. provides relevant information
 - c. addresses needs and concerns
 - d. provides support and reassurance
- AC3.3 position an individual in accordance with their wishes and care/support plan
- AC3.4 communicate effectively with others involved in the manoeuvre
- AC3.5 use aids and equipment for moving and positioning in line with agreed way of working
- AC3.6 use aids and equipment to maintain an individual in an appropriate, comfortable position
- AC3.7 encourage an individual's active participation
- AC3.8 observe an individual's reactions throughout the activity
- AC3.9 record and report the activity noting when the next positioning manoeuvre is due

Unit 202

Moving and positioning individuals in accordance with their care plan

Supporting Information

Evidence requirements

For LO1 evidence can include assignment tasks, reflective accounts, questioning, professional discussion.

For LO2 and LO3, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Individual: refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Where an individual requires support from an additional carer, they can be included in the demonstration of skills to support the individual.

AC4.1 Valid consent must be in line with current, relevant legal requirements.

AC4.4 Others may include:

- Team members
- Other colleagues
- Families
- Informal carers

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

Unit 203

Supporting individuals to manage continence

Unit level:	2
Credit value:	3
GLH:	19
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to gain the knowledge and skills supporting individuals to manage continence. The learners will understand factors affecting the management of continence and use of continence equipment.

Learning outcome

The learner will:

LO1 understand factors affecting the management of continence

Assessment criteria

The learner can:

AC1.1 explain how continence can affect an individual's health, wellbeing and self-esteem

AC1.2 identify illnesses and medical conditions that can affect continence

AC1.3 explain how continence issues may be temporary or permanent

AC1.4 explain how personal beliefs and values of an individual impact on the management of continence

AC1.5 explain ways to respect an individual's privacy whilst supporting them to manage their continence

Learning outcome

The learner will:

LO2 be able to support individuals and their carers to manage continence issues

Assessment criteria

The learner can:

AC2.1 encourage an individual to express preferences and concerns about their continence needs

AC2.2 support an individual to understand the effects of lifestyle on their continence needs

AC2.3 support an individual to access additional support in relation to the managing continence

Learning outcome

The learner will:

LO3 be able to support the use of equipment to manage continence

Assessment criteria

The learner can:

AC3.1 access information about continence aids equipment recommended for an individual

AC3.2 agree with an individual preferred times and places for using continence aids

AC3.3 agree the level and type of support required for use of continence aids

AC3.4 support an individual and their carers to use continence aids in ways that respect dignity and privacy and promote active participation

Learning outcome

The learner will:

LO4 be able to maintain infection control measures when supporting individuals to manage continence

Assessment criteria

The learner can:

AC4.1 identify risks that may arise while supporting individuals and their carers to manage continence

AC4.2 encourage an individual to maintain personal hygiene whilst managing continence

AC4.3 use protective equipment, protective clothing and hygiene techniques to minimise risks

AC4.4 dispose of used equipment/aids and soiled materials safely

AC4.5 support an individual to clean their environment after using continence aids

Learning outcome

The learner will:

LO5 be able to monitor, record and report on support for managing continence

Assessment criteria

The learner can:

AC5.1 monitor an individual's need for support in managing continence

AC5.2 complete records and report on an individual who need support to manage continence

Unit 203

Supporting individuals to manage continence

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Competence, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Individual: refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Where an individual requires support from an additional carer, they can be included in the demonstration of skills to support the individual.

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

AC2.1 Preferences: may be based on:

- Beliefs
- Values
- Culture

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

Unit 204

Providing support to manage pain and discomfort

Unit level:	2
Credit value:	2
GLH:	15
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at learners working in adult care settings/services. 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.

Learning outcome

The learner will:

LO1 understand approaches to managing pain and discomfort

Assessment criteria

The learner can:

AC1.1 explain importance of a holistic approach to managing pain and discomfort

AC1.2 describe different approaches to alleviate pain and minimise discomfort

AC1.3 outline agreed ways of working that relate to managing pain and discomfort

Learning outcome

The learner will:

LO2 be able to assist in minimising individuals' pain or discomfort

Assessment criteria

The learner can:

AC2.1 describe how pain and discomfort may affect an individual's holistic wellbeing and communication

AC2.2 encourage an individual to express their pain or discomfort

AC2.3 explain how to recognise that an individual is in pain when they are not able to verbally communicate this

AC2.4 support carers to recognise when an individual is in pain or discomfort

- AC2.5 explain how to evaluate pain level using assessment tools in own area of work
 - AC2.6 encourage an individual and their carers to use self-help methods of pain control
 - AC2.7 assist an individual to be positioned safely and comfortably
 - AC2.8 carry out agreed measures to alleviate pain and discomfort
-

Learning outcome

The learner will:

- LO3 be able to monitor, record and report on the management of individuals' pain or discomfort

Assessment criteria

The learner can:

- AC3.1 carry out required monitoring activities relating to management of an individual's pain or discomfort
- AC3.2 complete records in line with agreed ways of working
- AC3.3 report findings and concerns as required

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Unit 204

Providing support to manage pain and discomfort

Supporting Information

Unit guidance

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

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

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

AC3.2 Records: to include digital or manual records

DRAFT

Unit 205

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

Unit level:	2
Credit value:	1
GLH:	11
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at learners who wish to extend their knowledge to cover challenges and support available to people with learning disabilities as they grow older.

Learning outcome

The learner will:

- LO1 understand health challenges that individuals with learning disabilities may face as they grow older

Assessment criteria

The learner can:

- AC1.1 describe health challenges that individuals with learning disabilities may face as they grow older
- AC1.2 outline ways of managing health challenges that may face individuals with learning disabilities as they grow older
- AC1.3 explain ways of adapting support to meet the identified needs of an individual with learning disabilities as they grow older

Learning outcome

The learner will:

- LO2 understand how to support individuals and others to access services and support as they grow older

Assessment criteria

The learner can:

- AC2.1 identify support services available to individuals with learning disabilities as they grow older
- AC2.2 explain how to access a range of support services for individuals with learning disabilities as they grow older

- AC2.3 describe how to enable others to provide care for an individual with learning disabilities as they grow older by:
- a. understanding the needs of an individual
 - b. accessing available services and support
-

Learning outcome

The learner will:

LO3 understand how grief and loss can impact on individuals with learning disabilities

Assessment criteria

The learner can:

- AC3.1 describe behaviours that may indicate an individual is experiencing feelings of grief or loss
- AC3.2 outline ways of discussing grief and loss with individuals who have learning disabilities
- AC3.3 outline ways of discussing death and dying with an individual who has learning disabilities

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Unit 205

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

Supporting Information

Evidence requirements

For LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

- LO1 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
- LO2 Others: may include family, friends, carers, other practitioners
- LO3 Grief, loss, death: may include the individual with learning difficulties impending death; Grief, loss, death of a friend, family member or pet

Unit 206

Understanding the context of supporting individuals with learning disabilities

Unit level:	2
Credit value:	2
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	The unit explores the meaning of learning disability and considers challenges 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:

LO1 understand the nature and characteristics of learning disability

Assessment criteria

The learner can:

AC1.1 explain what is meant by 'learning disability'

AC1.2 identify possible causes of learning disabilities

AC1.3 describe models of disability

Learning outcome

The learner will:

LO2 understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities

Assessment criteria

The learner can:

AC2.1 identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities

AC2.2 explain how current legislation and policies can influence the day to day experiences of individuals with learning disabilities and their families

Learning outcome

The learner will:

LO3 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:

AC3.1 explain the meaning of the term 'social inclusion'

AC3.2 explain how people with learning disabilities may benefit from the services of an advocate

AC3.3 describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities

AC3.4 describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities their family and/or carers

AC3.5 describe the role and responsibilities of agencies in promoting inclusion and providing advocacy

Learning outcome

The learner will:

LO4 know how to promote communication with individuals with learning disabilities

Assessment criteria

The learner can:

AC4.1 identify ways of adapting each of the following when communicating with individuals who have learning disabilities

a. verbal communication

b. non-verbal communication

AC4.2 outline the role digital technology may have on promoting communication

AC4.3 explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities

AC4.4 describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings

Learning Outcome

The learner will:

LO5 understand how to support individuals with profound and multiple disabilities (PMLD)

Assessment criteria

The learner can:

AC5.1 explain the term PMLD

AC5.2 describe the potential impact of PLMD on individuals' lives

AC5.3 outline different communication methods that could be used to support the communication of individuals with PMLD

AC5.4 describe health needs that are likely to affect individuals with PMLD

AC5.5 describe ways of supporting individuals with PMLD to engage in everyday activities

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Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.3 models of disability – may include but no limited to

- Medical model
- Functional model
- Social model

AC5.1 PMLD – profound and multiple learning disabilities

AC5.2 Individuals may include:

- People with PMLD
- Families
- Carers

Unit 207

Supporting independence in the tasks of daily living

Unit level:	2
Credit value:	2
GLH:	16
Assessment type:	Portfolio of evidence
Aim:	This unit enables learners to understand current, relevant guidance and ways of working when supporting individuals with daily living tasks. Learners will demonstrate how to support individuals in a range of daily living tasks. Learners will demonstrate how to engage individuals to actively participate in the process thus ensuring their needs and preferences are met.

Learning outcome

The learner will:

LO1 understand principles for supporting independence in the tasks of daily living

Assessment criteria

The learner can:

AC1.1 explain how individuals can benefit from being as independent as possible in the tasks of daily living

AC1.2 explain how active participation promotes independence in the tasks of daily living

AC1.3 describe how culture and preferences may impact on the way daily living tasks are carried out

AC1.4 explain the relevance of establishing roles and responsibilities for providing support

Learning outcome

The learner will:

LO2 be able to establish the support required for daily living tasks

Assessment criteria

The learner can:

AC2.1 clarify with an individual and others, the support required for daily living tasks

AC2.2 access information about support for daily living tasks, using an individual's care/support plan

AC2.3 access additional guidance to resolve any difficulties or concerns about support for daily living tasks

AC2.4 provide suitable opportunities for individuals to learn or practise skills for daily living

Learning outcome

The learner will:

LO3 be able to provide support for planning and preparing meals

Assessment criteria

The learner can:

AC3.1 support an individual to plan meals that:

- a. reflect their culture and preferences
- b. contribute to a healthy diet

AC3.2 support an individual to store food safely

AC3.3 support an individual to prepare food in a way that

- a. promotes active participation
 - b. food hygiene
 - c. safe use of equipment
-

Learning outcome

The learner will:

LO4 be able to provide support for buying and using household and personal items

Assessment criteria

The learner can:

AC4.1 support an individual to identify household and personal items that are needed

AC4.2 support an individual to identify their preferred way to buy household and personal items

AC4.3 support an individual to buy items in their preferred way

AC4.4 support an individual to store items safely

AC4.5 support an individual to use items safely

Learning outcome

The learner will:

LO5 be able to provide support for keeping the home clean and secure

Assessment criteria

The learner can:

AC5.1 support an individual to keep their home clean, in a way that promotes active participation and safety

AC5.2 identify risks to home security

AC5.3 support an individual to use agreed security measures

Learning outcome

The learner will:

LO6 be able to identify and respond to changing needs when supporting individuals with daily living tasks

Assessment criteria

The learner can:

AC6.1 enable an individual to express their views and preferences when their needs change

AC6.2 report and record changes that may affect the type or level of support required

AC6.3 adapt support for daily living tasks in agreed ways

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Unit 207

Supporting independence in the tasks of daily living

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning, professional discussion.

For LO2, LO3, LO4, LO5 and LO6, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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.

AC2.2 Others: may include:

- Team members
- Other colleagues
- Families
- Informal carers
- Advocates
- Visiting tradespeople.

Unit 208

Undertaking agreed pressure area care

Unit level:	2
Credit value:	4
GLH:	30
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge and skills in maintaining healthy skin and preventing skin breakdown. Learners will show how they undertake pressure area care in accordance with an individual's care/support plan and risk assessment guidelines.

Learning outcome

The learner will:

LO1 understand the anatomy and physiology of the skin in relation to pressure area care

Assessment criteria

The learner can:

AC1.1 describe the anatomy and physiology of the skin.

AC1.2 explain how skin breakdown can lead to the development of pressure sores

AC1.3 Identify pressure sites of the body

AC1.4 outline factors which increase the risk of individuals developing pressure sores

AC1.5 explain how incorrect handling and moving techniques can damage the skin

AC1.6 describe interventions which may reduce the risk of skin breakdown and pressure sores

AC1.7 describe changes to an individual's skin condition that should be reported

Learning outcome

The learner will:

LO2 understand national and local guidelines supporting skin integrity

Assessment criteria

The learner can:

AC2.1 summarise national and local relevant policy and guidelines supporting the maintenance of skin integrity

AC2.2 describe ways of working which support skin integrity

AC2.3 explain the relevance of risk assessment tools

AC2.4 explain the relevance of a team approach to maintain an individual's skin integrity

Learning outcome

The learner will:

LO3 be able to follow the agreed care plan

Assessment criteria

The learner can:

AC3.1 follow the agreed care plan for maintaining skin integrity

AC3.2 use pressure area risk assessment tools before undertaking the pressure area care techniques

AC3.3 report and record any concerns with the agreed care plan prior to undertaking the pressure area care

Learning outcome

The learner will:

LO4 understand the use of materials, equipment and resources that are available when undertaking pressure area care

Assessment criteria

The learner can:

AC4.1 identify a range of aids or equipment used to relieve pressure

AC4.2 describe safe use of aids and equipment

AC4.3 identify where up-to-date information and support can be obtained about:

- a. materials
 - b. equipment
 - c. other resources
-

Learning outcome

The learner will:

LO5 be able to undertake pressure area care

Assessment criteria

The learner can:

AC5.1 prepare equipment and environment in accordance with health and safety guidelines

AC5.2 obtain valid consent from an individual prior to undertaking pressure area care

AC5.3 carry out pressure area care procedure in a way that:

- a. respects an individual's dignity and privacy
 - b. maintains safety
 - c. ensures an individual's comfort
 - d. promotes active participation
-

- e. promotes partnership working
- AC5.4 apply standard precautions for infection prevention and control
- AC5.5 move an individual using approved techniques and in accordance with the agreed care/support plan
- AC5.6 use pressure relieving aids in accordance with the care/support plan and relevant safety instructions
- AC5.7 communicate effectively with an individual throughout the intervention
- AC5.8 complete records and documentation accurately

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Supporting Information

Evidence requirements

For LO1, LO2 and LO4, evidence can include assignment tasks, reflective accounts, questioning, professional discussion.

For LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC5.2 Valid consent must be in line with current, relevant legal requirements.

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 level:	2
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	The aim 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 to include review and revision of support for leisure activities

Learning outcome

The learner will:

LO1 understand the role that leisure activities play in wellbeing

Assessment criteria

The learner can:

AC1.1 identify different activities that may be regarded as leisure activities

AC1.2 explain how participation in leisure activities aids the wellbeing of individuals

AC1.3 describe the potential benefits of trying out new leisure activities from time to time

Learning outcome

The learner will:

LO2 be able to support individuals in planning for leisure activities

Assessment criteria

The learner can:

AC2.1 identify with an individual their recreational needs, preferences and interests

AC2.2 agree which new or existing leisure activities are likely to suit an individual's needs, preferences and interests

AC2.3 agree with an individual the level and type of support needed for participation in a leisure activity

AC2.4 work with an individual and others to develop a plan to support participation in a leisure activity

Learning outcome

The learner will:

LO3 be able to encourage and support individuals to participate in leisure activities

Assessment criteria

The learner can:

AC3.1 support an individual in a way that promotes active participation identified in the planned activities

AC3.2 provide encouragement and positive reinforcement for the activities

AC3.3 describe how to support a person if any changes or difficulties are encountered

AC3.4 explain ways to access additional information or support about participation in a leisure activity

Learning outcome

The learner will:

LO4 be able to contribute to the review and revision of support for leisure activities

Assessment criteria

The learner can:

AC4.1 identify with an individual the process for reviewing their leisure activities

AC4.2 gather feedback from an individual on the leisure activity including the support provided

AC4.3 carry out agreed role in contributing to the review

AC4.4 implement agreed changes to the plan

Unit 209

Providing support for leisure activities

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1 Different activities: need to be covered and learners must provide at least two examples. Learner to consider activities which could include the use of digital technology

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
- Families, carers and advocates

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

Unit 210

Contributing to supporting group care activities

Unit level:	2
Credit value:	3
GLH:	23
Assessment type:	Portfolio of evidence
Aim:	<p>The learner must be in a role which includes the support and implementation of supporting group care activities</p> <p>This unit will embed and enhance the learner's underpinning knowledge and skills in supporting individuals to be involved in group care activities and evaluate the overall success.</p> <p>This unit can apply to a number of care settings/services</p>

Learning outcome

The learner will:

LO1 understand the place of group care activities in the care and support of individuals

Assessment criteria

The learner can:

AC1.1 explain how participating in group care activities can benefit an individual's identity, self-esteem and wellbeing

AC1.2 describe the use of strength-based approach, has in supporting the selection of group care activities

AC1.3 explain why dilemmas may arise when providing support for individuals through group care activities

AC1.4 describe how to overcome dilemmas, which may arise when providing support for individuals through group care activities

Learning outcome

The learner will:

LO2 be able to contribute to the development of a supportive group culture

Assessment criteria

The learner can:

AC2.1 support group members to understand the benefits of group activities

AC2.2 encourage interaction between new and existing group members that promotes enjoyment, co-operation, inclusion and wellbeing

AC2.3 support group members to resolve any conflicts that may arise amongst themselves

Learning outcome

The learner will:

LO3 be able to contribute to the implementation of group care activities

Assessment criteria

The learner can:

AC3.1 work with individuals and others to agree approaches, content and methods for group care activities

AC3.2 carry out agreed role to support individuals and the group during activities

AC3.3 address any adverse effects and maximise benefits for individuals during activities

AC3.4 maintain records about group care activities in line with agreed ways of working

Learning outcome

The learner will:

LO4 be able to contribute to the evaluation of group care activities

Assessment criteria

The learner can:

AC4.1 contribute to agreeing with individuals and others the processes, roles and criteria for assessing group care activities

AC4.2 carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities

AC4.3 describe ways to ensure that individuals and others are actively involved in the evaluation

AC4.4 contribute to agreeing changes to activities or processes to improve outcomes for individuals

Unit 210

Contributing to supporting group care activities

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.2 Strength-based approach: also referred to as 'asset-based approaches'. This approach focuses on individuals' strengths, resources and what they can do themselves to keep well and maintain independence.

AC2.2 Wellbeing: may include the following:

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

AC3.1 Group care activities: may include:

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

AC3.3 Adverse effects: may include but not limited to:

- Emotional responses
- Physical difficulties
- Medical emergencies

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
- Visiting tradespeople

Unit 211

Understanding advocacy

Unit level:	2
Credit value:	2
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	This unit is designed to introduce adult care workers to the legal status, purpose and function of different types of advocacy.

Learning outcome

The learner will:

LO1 understand different types of advocacy

Assessment criteria

The learner can:

AC1.1 explain the meaning of:

- independent advocacy
- independent mental health advocacy
- independent mental capacity advocacy
- peer advocacy
- self-advocacy

AC1.2 outline the current legislation that underpins advocacy

Learning outcome

The learner will:

LO2 understand the roles and responsibilities of advocates

Assessment criteria

The learner can:

AC2.1 describe the role of an Independent Advocate

AC2.2 describe the role of an Independent Mental Health Advocate

AC2.3 describe the role of an Independent Mental Capacity Advocate

AC2.4 explain own role in relation to the provision of advocacy services

Learning outcome

The learner will:

LO3 understand when and how to use advocacy services

Assessment criteria

The learner can:

AC3.1 explain when advocacy services must be used

AC3.2 explain when advocacy services may be used

AC3.3 explain how to access advocacy services

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Supporting Information

Evidence requirements

For LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Suggested supporting resources

<https://www.mind.org.uk>

www.skillsforcare.org.uk

www.nhs.uk

DRAFT

Unit 212

Supporting individuals to eat and drink

Unit level:	2
Credit value:	3
GLH:	15
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge and skills in supporting individuals to eat and drink. Learners will be able to support individuals to make healthy choices about food and drink.

Learning outcome

The learner will:

LO1 be able to support individuals to make choices about food and drink

Assessment criteria

The learner can:

AC1.1 summarise dietary requirements with an individual

AC1.2 establish an individual's preferences for food and drink

AC1.3 encourage an individual to select healthy food and drink options

AC1.4 discuss an individual's concerns about choices of food and drink

AC1.5 refer to the individual's care/support plan when agreeing choices about food and drink

AC1.6 obtain guidance from others when an individual does not want to eat and drink

Learning outcome

The learner will:

LO2 be able support individuals to prepare for eating and drinking

Assessment criteria

The learner can:

AC2.1 agree the support an individual requires and gain valid consent

AC2.2 refer to the care/support plan to confirm the needs and wishes of an individual in relation to:

a. cultural influences

b. age

- c. state of health
- d. ability to eat and drink independently
- e. personal dietary preferences

AC2.3 apply standard precautions of infection control

AC2.4 support an individual to actively participate in the preparation of food and drink

AC2.5 prepare suitable utensils, clothing and aids which will assist an individual to eat and drink

Learning outcome

The learner will:

LO3 be able to provide support to individuals for eating and drinking

Assessment criteria

The learner can:

AC3.1 support an individual to wash their hands and prepare their clothing for eating and drinking

AC3.2 promote an individual's dignity, comfort and enjoyment while eating and drinking

AC3.3 support an individual to consume manageable amounts of food and drink at their own pace and to their own satiety

AC3.4 encourage an individual to eat and drink a variety of types of food which meet their needs and preferences

AC3.5 support an individual to clean themselves if food or drink is spilt

AC3.6 respond to an individual's feedback or observed reactions while eating and drinking

Learning outcome

The learner will:

LO4 be able to clear away after eating and drinking

Assessment criteria

The learner can:

AC4.1 confirm with an individual that they have finished eating and drinking before clearing away

AC4.2 support an individual to actively participate in clearing away and cleaning used crockery and utensils

AC4.3 support an individual to wash their hands and make themselves clean and tidy after eating and drinking

AC4.4 store or dispose of safely any left-over food and drink

Learning outcome

The learner will:

LO5 be able to monitor eating and drinking and the support provided

Assessment criteria

The learner can:

AC5.1 observe the food and drink an individual consumes and any challenges they encounter

AC5.2 monitor, record and report:

- a. challenges encountered by an individual when eating and drinking
- b. any issues or concerns in relation to the types of food and drink offered
- c. any issues or concerns in relation to the types of food and drink consumed

AC5.3 report any changes to the support provided for eating and drinking

AC5.4 agree changes to the care/support plan with an individual and others

DRAFT

Unit 212

Supporting individuals to eat and drink

Supporting Information

Evidence requirements

For competence outcomes, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.6 Others: may include:

- Team members
- Other colleagues
- Families
- Informal carers
- Advocates

AC4.2 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.

Unit 213

Contributing to monitoring the health of individuals affected by health conditions

Unit level:	2
Credit value:	2
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions.

Learning outcome

The learner will:

LO1 understand monitoring the health of individuals affected by health conditions

Assessment criteria

The learner can:

AC1.1 explain reasons for monitoring the health of individuals affected by a health condition

AC1.2 describe a range of ways to monitor the health of individuals affected by health conditions

Learning outcome

The learner will:

LO2 be able to carry out monitoring of the health of individuals affected by health conditions

Assessment criteria

The learner can:

AC2.1 identify relevant monitoring activities agreed in the care plan

AC2.2 carry out required monitoring activities in ways that:

- respect an individual's dignity and privacy
- reassures an individual and minimise any fears or concerns

AC2.3 use agreed ways of working when undertaking monitoring activities of an individual

AC2.4 follow systems or recording and reporting on changes in an individual's health condition

Learning outcome

The learner will:

LO3 be able to respond to changes in an individual's condition

Assessment criteria

The learner can:

AC3.1 take immediate action when changes in an individual's health cause concern

AC3.2 work with others to review information about changes in an individual's health

AC3.3 clarify own understanding about changes to requirements for monitoring

AC3.4 implement required changes to monitoring processes

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Unit 213

Contributing to monitoring the health of individuals affected by health conditions

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2 and LO3, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1 Health: may include aspects that affect:

- Physical health
- Psychological wellbeing

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

Monitoring activities may include:

- Observations of individual's responses (these may include physical, psychological, emotional social)
- Physical measurements and observations
- Monitoring psychological state
- Monitoring behaviour patterns
- Other agreed ways of monitoring specific to the condition of the individual and their plan of care

AC3.2 Others: may include:

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

Unit 214

Obtaining and testing specimens from individuals

Unit level:	2
Credit value:	2
GLH:	15
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop the knowledge and skills required to prepare, obtain and test specimens from individuals. Learners will be able to report on findings from testing specimens.

Learning outcome

The learner will:

LO1 understand current, relevant legislation, policy and practice guidelines when obtaining, testing, reading and storing specimens

Assessment criteria

The learner can:

AC1.1 outline current, relevant legislation, policy and practice guidelines affecting working practice when obtaining and testing specimens

AC1.2 identify hazards and other consequences related to:

- a. obtaining specimens
- b. testing specimens
- c. labelling of specimens
- d. transporting specimens
- e. storing specimens

Learning outcome

The learner will:

LO2 understand the processes involved in obtaining and testing specimens from individuals

Assessment criteria

The learner can:

AC2.1 identify the different types of specimens that may be obtained

- AC2.2 describe the tests and investigations that may be carried out on the specimens
 - AC2.3 identify the correct equipment and materials used in the collection and transport of specimens
 - AC2.4 explain why it is important to understand the implications the test results may have on an individual
-

Learning outcome

The learner will:

- LO3 be able to prepare to obtain specimens from individuals

Assessment criteria

The learner can:

- AC3.1 introduce self to an individual, and confirm an individual's identity
 - AC3.2 explain the procedure and obtain valid consent
 - AC3.3 ensure an individual's privacy and dignity is maintained throughout the procedure
 - AC3.4 identify aspects of an individual's cultural and religious background which could affect the procedure
 - AC3.5 communicate with an individual in a manner appropriate to their needs and preferences
 - AC3.6 prepare materials and equipment relevant to carrying out the procedure
-

Learning outcome

The learner will:

- LO4 be able to obtain specimens from individuals

Assessment criteria

The learner can:

- AC4.1 provide the correct container so an individual can provide the specimen, or collect the specimen where an individual is unable to provide this for themselves
 - AC4.2 minimise risk factors when collecting specimens
 - AC4.3 apply standard infection control precautions when obtaining the specimens
 - AC4.4 report potential contamination of the specimen to the appropriate person
 - AC4.5 demonstrate the correct collection, labelling and storage of specimens
 - AC4.6 complete and attach relevant documentation to the specimen
 - AC4.7 complete relevant records in line with agreed ways of working
-

Learning outcome

The learner will:

- LO5 be able to test specimens

Assessment criteria

The learner can:

AC5.1 carry out tests for specimens obtained

AC5.2 demonstrate appropriate health and safety measures relevant to the procedure and environment

Learning outcome

The learner will:

LO6 be able to report on the outcomes on the test of specimens

Assessment criteria

The learner can:

AC6.1 report and record test results correctly

AC6.2 identify action to be taken when the results are outside the normal range

AC6.3 communicate test results in accordance with agreed ways of working

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Unit 214

Obtaining and testing specimens from individuals

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Competence, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Specimens may include a range of body fluids such as:

- Urine
- Sputum
- Wound exudate
- Saliva

AC3.2 Valid consent must be in line with current, relevant legal requirements.

AC5.2 Environment: may include:

- Standard precautions for infection prevention and control
- Use of PPE

Unit 215

Principles of health promotion

Unit level:	2
Credit value:	2
GLH:	13
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge of the principles of health promotion and factors that influence individuals' health and wellbeing. Learners will explore how to use health promotion initiatives to change individuals behaviour.

Learning outcome

The learner will:

LO1 understand the purpose of health promotion

Assessment criteria

The learner can:

AC1.1 define the term health promotion

AC1.2 describe a range of factors that may affect health including

- a. sociological
- b. cultural
- c. personal
- d. illness and disease
- e. environmental

AC1.3 outline current health promotion initiatives

Learning outcome

The learner will:

LO2 understand how health promotion can influence changes in behaviours

Assessment criteria

The learner can:

AC2.1 identify indicators of behaviour change

AC2.2 explain how changes to behaviours can influence health and wellbeing

AC2.3 outline barriers to changing behaviours

AC2.4 explain methods of information sharing and support that can be used to effect changes in behaviour

Learning outcome

The learner will:

LO3 understand how effective communication can support health promotion initiatives

Assessment criteria

The learner can:

AC3.1 explain how communication is key to effective health promotion

AC3.2 outline a range of communication methods which may support health promotion

AC3.3 identify different types of health promotion materials used to provide information for changing behaviours

AC3.4 explain how evaluations of health promotion activities can be used to develop future programmes

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Supporting Information

Evidence requirements

For all learning outcomes, evidence can include assignment tasks, reflective accounts, questioning, professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.2 Sociological factors: may include

- Financial status
- Housing
- Employment

Cultural factors may include

- Religious requirements
- Values and beliefs about health

Unit 216

Understanding how to contribute to the care of deceased individuals within adult care settings/services

Level:	2
Credit value:	3
GLH:	15
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is for learners to develop their understanding the care of a deceased individual within an adult care setting/service. The learner will explore different considerations impacting on ways that individuals are cared for after death and support potentially needed by self and others.

Learning outcome

The learner will:

LO1 understand factors that affect how individuals are cared for after death

Assessment criteria

The learner can:

AC1.1 outline current, relevant legal requirements and agreed ways of working for the care of deceased individuals

AC1.2 describe how the following impacts on the care of the deceased individual:

- a. previously expressed preferences
- b. Advanced Care Plan
- c. religious/cultural requirements

AC1.3 outline diseases and conditions that may require specialist treatment or precautions when caring for and transferring deceased individuals

AC1.4 describe the precautions to take when caring and transferring of deceased individuals with specific high-risk diseases

Learning outcome

The learner will:

LO2 understand how to support those that are close to the deceased individual

Assessment criteria

The learner can:

- AC2.1 describe the potential, immediate impact of an individual's death on those close to them
 - AC2.2 explain how to provide appropriate support immediately after the death of an individual in ways that
 - a. recognise the feelings of family, carers and others in the immediate environment
 - b. shows respect for the deceased individual
 - c. are consistent with expressed religious/cultural personal beliefs
-

Learning outcome

The learner will:

- LO3 understand how to care of a deceased individual prior to transfer

Assessment criteria

The learner can:

- AC3.1 identify those who need to be notified when an individual dies
 - AC3.2 describe agreed ways of working that ensure that a deceased individual is correctly identified
 - AC3.3 describe how to care for a deceased individual in a manner that respects their dignity, beliefs and culture
 - AC3.4 outline the standard precautions for infection control when caring for a deceased individual prior to transfer
 - AC3.5 identify the records required of the safe transfer of a deceased individual
-

Learning outcome

The learner will:

- LO4 understand how to manage own feelings in response to the death of individuals

Assessment criteria

The learner can:

- AC4.1 identify own emotions that may be experienced following the death of an individual
- AC4.2 describe ways to manage own feelings in response to an individual's death
- AC4.3 outline the support systems available to deal with own feelings in response to an individual's death

Unit 216

Understanding how to contribute to the care of deceased individuals within adult care settings/services

Supporting Information

Evidence requirements

For all learning outcomes, evidence can include assignment tasks, reflective accounts, questioning, professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.3, AC1.4 care and transfer may include:

- Itemising personal effects
- Arranging transfers
- Complying with 'laying out' responsibilities

AC3.5 record may refer to electronic or manual records.

Suggested supporting resources

www.skillsforcare.org.uk

www.nhs.uk

www.mariecurie.org.uk

www.england.nhs.uk

www.rcn.org.uk

www.macmillan.org.uk

www.nice.org.uk

Unit 217

Safe practice when visiting individuals in their home

Unit level:	2
Credit value:	2
GLH:	14
Assessment type:	Portfolio of evidence
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 de The aim of this unit is for learners to develop knowledge and skills in supporting individuals within a shared living environment. Learners will explore the benefits and challenges of shared living and consider the needs of individuals. Learners will be able to support individuals and others within a shared living environment and review the arrangement making changes where required.

Learning outcome

The learner will:

LO1 understand agreed ways of working to gain entry to and leave individuals' homes

Assessment criteria

The learner can:

AC1.1 explain how to access information about general requirements for entering and leaving individuals' homes

AC1.2 explain security measures that should be taken when entering and leaving individuals' homes

Learning outcome

The learner will:

LO2 be able to gain entry to individuals' homes

Assessment criteria

The learner can:

- AC2.1 access information to identify special requirements and individual preferences for entering and leaving an individual's home
 - AC2.2 inform an individual and others about a planned visit
 - AC2.3 identify self on arrival by agreed means
 - AC2.4 gain entry to an individual's home following agreed ways of working
-

Learning outcome

The learner will:

- LO3 understand appropriate action to take when unable to gain entry to individuals' homes

Assessment criteria

The learner can:

- AC3.1 identify possible reasons for being unable to gain entry to an individual's home
 - AC3.2 describe the actions to take if entry cannot be gained
 - AC3.3 explain why it is important to record and report on difficulties with access
-

Learning outcome

The learner will:

- LO4 understand how to deal with emergencies encountered after gaining entry

Assessment criteria

The learner can:

- AC4.1 describe emergencies that may be encountered when gaining entry to an individual's home
 - AC4.2 describe how to deal with an emergency encountered after gaining entry, using agreed ways of working
 - AC4.3 explain what records should be completed when an emergency is encountered after gaining entry
-

Learning outcome

The learner will:

- LO5 be able to ensure security when leaving individuals' homes

Assessment criteria

The learner can:

- AC5.1 implement general and specific requirements about leaving an individual's home
 - AC5.2 ensure that an individual's home is secure when leaving the premises
-

Learning outcome

The learner will:

- LO6 be able to review procedures for entering and leaving individuals' homes
-

Assessment criteria

The learner can:

- AC6.1 support an individual to give feedback on arrangements for entering and leaving their home
- AC6.2 support an individual to understand any difficulties encountered in accessing and leaving their home, and risks that may arise
- AC6.3 contribute to agreement with an individual and others on ways to overcome difficulties and improve arrangements
- AC6.4 carry out agreed changes in arrangements for entering and leaving an individual's home
- AC6.5 record any agreed changes in arrangements for entering and leaving an individual's home

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Unit 217

Safe practice when visiting individuals in their home

Supporting Information

Evidence requirements

For LO1, LO3 and LO4, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, LO5 and LO6, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

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

Unit 300

Responsibilities and ways of working in adult care settings/services

Level:	3
Credit value:	2
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those working in a wide range of care settings/services. It provides the learner with the knowledge and skills required to understand and to carry out the responsibilities of an adult care worker, including the quality assurance process within own role, nature of different working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning outcome

The learner will:

LO1 understand working relationships in care settings/services

Assessment criteria

The learner can:

AC1.1 explain how a working relationship is different from a personal relationship

AC1.2 describe different working relationships in care settings/services

AC1.3 explain own role in the quality assurance processes to promote positive experiences for individuals receiving care

AC1.4 explain why it is important to work in partnership with others

AC1.5 describe different skills and approaches used when working in partnership with others

AC1.6 outline how and when to access support and advice about:

- partnership working
- resolving conflicts in relationships and partnerships

Learning outcome

The learner will:

LO2 understand agreed ways of working

Assessment criteria

The learner can:

- AC2.1 describe why it is important to work within the scope of own role, responsibility, and training
 - AC2.2 define what is meant by the term 'delegated health care task'
 - AC2.3 explain own limitations and responsibilities when undertaking delegated health tasks
 - AC2.4 explain who might delegate a healthcare task and why
-

Learning outcome

The learner will:

- LO3 be able to work in ways that are agreed with the employer

Assessment criteria

The learner can:

- AC3.1 access full and up-to-date details of agreed ways of working
 - AC3.2 demonstrate how to implement agreed ways of working within scope of own job role
 - AC3.3 promote ways of working which contribute to efficient use of resources by:
 - a. reducing waste
 - b. managing waste to help protect the environment
 - c. recycling materials
-

Learning outcome

The learner will:

- LO4 be able to work in partnership with others

Assessment criteria

The learner can:

- AC4.1 demonstrate ways of working that can help improve partnership working
- AC4.2 demonstrate different skills and approaches used when working in partnership with others
- AC4.3 outline how and when to access support and advice about:
 - a. partnership working
 - b. resolving conflicts in relationships and partnerships

Unit 300

Responsibilities and ways of working in adult care settings/services

Supporting Information

Evidence requirements

For LO1 and LO2 evidence can include assignment tasks, reflective accounts, questioning and professional discussion

For LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.2 Working relationships: learners must consider the following groups of people with whom they have working relationships

- Individuals accessing care and support services
- An individual's friends, family and loved ones
- Peers and team members
- Other colleagues (paid and volunteers) within the organisation
- Managers
- Paid workers and volunteers from other organisations and teams

AC1.3 Quality assurance processes: this will include own role, understanding and accountability with internal governance and processes used such as assurance and auditing procedures

AC:2.2 and 2.3: Delegated healthcare tasks: A delegated healthcare task is a health intervention or activity usually of a clinical nature, that a registered healthcare professional delegates to a paid care worker. It is recognised that not all care and support workers will have healthcare tasks delegated to them. However, it is important learners develop an understanding of what these are and the requirements around them. This is to help prepare learners for potential delegated responsibility in the future. Delegated healthcare tasks may include, but are not limited to:

- Supporting skin integrity and wound healing by changing dressing
- Supporting a person's nutrition using a peg (percutaneous endoscopic gastrostomy)
- Supporting a person to manage their diabetes through insulin administration and monitoring

AC3.1 Agreed ways of working these will include policies and procedures, job descriptions and less formal agreements and expected practices

AC4.2 Others: in this context, others may include:

- Individuals accessing care and support services
- The friends, family and loved ones of those accessing care and support services
- Peers and team members

- Manager and senior management
- Paid workers and volunteers from other organisations and teams

Suggested supporting resources

Please search for ways of working on the following websites:

www.skillsforcare.org.uk

www.gov.uk

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Unit 301

Safeguarding and protection in adult care settings/services

Level:	3
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those working in a wide range of care settings/support services. This unit covers the important areas of safeguarding individuals from abuse and improper treatment. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals may be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning outcome

The learner will:

- LO1 understand the national and local context of safeguarding and protection from abuse and improper treatment

Assessment criteria

The learner can:

- AC1.1 outline current and relevant legislation, principles, national policies, frameworks, and local systems that relate to safeguarding and protection from abuse and improper treatment
- AC1.2 describe the roles of different **agencies** in safeguarding and protecting an individual's right to live in safety and be free from abuse and improper treatment
- AC1.3 evaluate how reports into serious failures in upholding an individual's right to live free from abuse have influenced current practice
- AC1.4 outline sources of information and advice about own role in:
- safeguarding and protecting individuals from abuse
 - whistle blowing
 - accountability for decision making
 - information sharing

Range

AC1.2 **Agencies** must include:

- Police

- Regulatory body
 - Adult social care services
 - Children social care services
 - Disclosure and barring service
-

Learning outcome

The learner will:

LO2 understand principles of safeguarding adults

Assessment criteria

The learner can:

AC2.1 explain what is meant by the terms:

- a. safeguarding
- b. abuse
- c. harm

AC2.2 explain own role and responsibilities in safeguarding individuals from abuse and improper treatment

AC2.3 outline what is meant by the following terms:

- a. physical abuse
 - b. domestic abuse
 - c. sexual abuse
 - d. emotional/ psychological abuse
 - e. financial/ material abuse
 - f. modern slavery
 - g. discriminatory abuse
 - h. organisational abuse
 - i. neglect/ acts of omission
 - j. self-neglect
-

Learning outcome

The learner will:

LO3 know how to recognise signs of abuse and improper treatment

Assessment criteria

The learner can:

AC3.1 identify indicators that an individual may be being abused

AC3.2 identify indicators of perpetrator behaviour

AC3.3 describe factors that may contribute to individuals being more at-risk from abuse and improper treatment

Learning outcome

The learner will:

LO4 know how to respond to suspected or disclosed abuse and improper treatment

Assessment criteria

The learner can:

- AC4.1 describe the actions to take if there are suspicions that an individual is being abused or being subject to improper treatment
- AC4.2 explain the actions to take if an individual discloses that they are being abused
- AC4.3 describe the potential tensions relating to consent to share information
- AC4.4 describe how to share information about suspicions or disclosures of abuse or improper treatment
- AC4.5 describe ways to keep an individual and others appropriately informed and involved about their safeguarding concern in line with policies and procedures
- AC4.6 outline ways to ensure that evidence of abuse is preserved
- AC4.7 describe both how and when to seek support in relation to responding to safeguarding concerns
- AC4.8 describe how to respond to suspicion or disclosure that a child or young person is being harmed or abused
-

Learning outcome

The learner will:

- LO5 understand ways to reduce the likelihood of abuse or neglect

Assessment criteria

The learner can:

- AC5.1 describe how the likelihood of abuse may be reduced by:
- working with **person-centred values**
 - enabling active participation
 - promoting choice and rights
 - supporting individuals with awareness of personal safety
 - working in partnership with others
- AC5.2 explain how an accessible complaints procedure may reduce the likelihood of abuse
- AC5.3 outline how the likelihood of abuse can be reduced by:
- managing risk
 - focusing on prevention
-

Range

AC5.1 **person-centred values:** must include

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

Learning outcome

The learner will:

LO6 know how to recognise and report unsafe practices

Assessment criteria

The learner can:

AC6.1 describe unsafe practices that may affect the wellbeing of individuals

AC6.2 explain the actions to take if unsafe practices have been identified

AC6.3 describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

Learning outcome

The learner will:

LO7 understand the principles of online safety

Assessment criteria

The learner can:

AC7.1 explain the importance of balancing online safety measures with the benefits individuals can gain from accessing activities online

AC7.2 explain why it is important to uphold an individual's rights to make informed decisions about online safety

AC7.3 describe the potential risks to individuals using:

- a. electronic communication devices
- b. the internet
- c. social networking sites
- d. online financial transactions

AC7.4 describe ways of working inclusively with individuals to reduce risks presented by online activities

Unit 301

Safeguarding and protection in adult care settings/services

Supporting Information

Evidence requirements

For LO1, LO2, LO3, LO4, LO5, LO6 and LO7, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.2 Improper treatment may include degrading and humiliating treatment, rough treatment, disproportionate and unnecessary restraint and threatening behaviour

AC1.3 Domestic abuse: includes acts of control and coercion

AC1.3 Reports: these should relate to adult social care and not child social care.

AC1.4 Sources of information: these could either be workplace policies or local/national policy documents

AC2.1 Indicators: learners should consider different kinds of abuse/neglect and the physical, emotional, behavioural, and social indicators that suggest they may be occurring or have occurred

AC2.3 Factors include:

- The individual and their care and support needs
- A setting or situation

AC3.1 and AC3.2: Actions: these actions constitute the learner's responsibilities in responding to disclosures or suspicions of abuse in line with internal policies and procedures. They include actions to take if the disclosure or suspicion implicates:

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

AC3.7 Where the assessment criteria indicates 'how' and 'when' both need to be covered

AC3.8 Within the context of this Adult Care qualification, learners are reminded that safeguarding children is everybody's business and evidence for this assessment criteria should reflect this principle

Relevant legislation: learners should consider current and relevant legislation and its influence on safeguarding practices. National policies or frameworks in current use

AC4.1 Principles: must include those enshrined in current legislation (for example the Six principles of safeguarding embedded within the Care Act 2014):

- Empowerment
- Prevention
- Proportionality

- Protection
- Partnership
- Accountability

Local systems may include:

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

AC4.4 Whistle blowing: where a person (the whistle blower) exposes any kind of information or activity that is deemed illegal, unethical, or incorrect

AC5.1 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 or support, rather than a passive recipient

AC6.1 Unsafe practices may include:

- Poor working practices
- Resource difficulties
- Operational difficulties

AC6.1 Wellbeing: wellbeing is a broad concept referring to a person's quality of life taking into account health, happiness and comfort. It may include aspects that are:

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

AC7.4 Inclusively covers respecting the individuals' rights, valuing their role, supporting their strengths, supporting active participation, developing a positive sense of wellbeing

Suggested supporting resources

www.skillsforcare.org.uk

www.gov.uk

Safeguarding Adults Board (SAB) & Safeguarding Adults reviews (SAR's)

Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children, most recent version.

Unit 302

Understanding mental capacity and restrictive practice

Level:	3
Credit value:	2
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	This unit aims to provide the learner with an understanding of the principles of mental capacity, including current legislation, codes of practice and how these principles interact. The learner will understand the rights of individuals and ways to support and promote their 'best interest' and when factors may influence the ability to express consent. The learner will explore strategies and skills that could be used to maximise individuals' capacity to make their own decisions and understand restrictive practises and own roles following organisational policies and procedures in relation to restrictive practices.

Learning outcome

The learner will:

LO1 understand the principles of mental capacity

Assessment criteria

The learner can:

AC1.1 describe how the main purpose and principles of current mental capacity legislation are reflected in codes of practice and agreed ways of working

AC1.2 describe factors that influence an individual's mental capacity and ability to express consent

AC1.3 explain the link between an individual's mental capacity and

- consent
- choice
- safety

AC1.4 outline what is meant by 'valid consent'

Range

AC1.1 Principles: must include the 'best interest' principle.

Learning outcome

The learner will:

LO2 understand the application of the principles of mental capacity and consent

Assessment criteria

The learner can:

- AC2.1 describe own role and responsibilities when upholding the rights of individuals following principles of mental capacity legislation and codes of practice
 - AC2.2 explain why it is important to establish an individual's consent when providing care and support
 - AC2.3 explain how personal values and attitudes can influence perceptions of situations and of individuals' mental capacity
 - AC2.4 describe strategies and skills that may be used to maximise individuals' capacity to make their own decisions
 - AC2.5 explain own role in identifying when an assessment of capacity may be required
 - AC2.6 outline the steps to take when informed consent cannot be readily established
-

Learning outcome

The learner will:

LO3 understand restrictive practices

Assessment criteria

The learner can:

- AC3.1 describe what is meant by 'restrictive practice'
 - AC3.2 outline how the following restrictive practices within a care setting/service may occur:
 - a. physical
 - b. mechanical
 - c. chemical
 - d. seclusion
 - e. segregation
 - f. psychological
 - g. restraint and the threat of restraint
 - AC3.3 explain the reasons for seeking the least restrictive option for individuals
 - AC3.4 describe how to raise concerns when restrictions appear out of proportion with evident risk
 - AC3.5 describe policies and procedures in relation to restrictive practices that govern own role
-

Unit 302

Understanding mental capacity and restrictive practice

Supporting Information

Evidence requirements

For LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1 and AC2.2: Legislation and codes of practice: including, but not limited to:

- Liberty Protection Safeguards
- Mental Capacity Act
- Human Rights Act
- Equality Act
- Mental Health Act
- Health and Social Care Act
- Care Act
- Data Protection Act

AC1.2 Factors: including, but not limited to, fluctuating capacity and time and decision specificity, as well as environment, noise, time of day, coercive/controlling behaviour from others.

AC2.4 Strategies and skills: these will include effective communication and engagement skills to provide practical support. For example:

- Providing information in different formats
- Using communication aids
- Addressing environmental factors
- Listening
- Recognising and responding appropriate to coercive behaviours.

AC2.6 Steps to take: these will include adhering to the principles of the Mental Capacity Act as well as adhering to organisations policies and procedures and include best interest decisions, including for own role

AC2.6 Own role: learners should consider the scope of their job responsibilities and agreed ways of working.

AC3.1 and AC3.2: Restrictive practices to include deliberate or inadvertent.

AC3.3 This should include the importance and impact on individuals.

Suggested supporting resources

www.skillsforcare.org.uk

www.gov.uk

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Unit 303

Understanding duty of care

Level:	3
Credit value:	2
GLH:	10
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those who work in a wide range of settings. It introduces how duty of care contributes towards safeguarding and protecting individuals' rights. It also addresses the dilemmas that may arise, when dealing with concerns, comments, suggestions, and complaints. The unit identifies the knowledge needed to recognise and respond to adverse events, incidents, errors and near misses.

Learning outcome

The learner will:

LO1 understand how duty of care contributes to safe practice

Assessment criteria

The learner can:

AC1.1 explain what it means to have a duty of care in own work role

AC1.2 explain how duty of care relates to duty of candour

AC1.3 explain how duty of care contributes to the safeguarding and protecting of individuals' right to live in safety and be free from abuse and improper treatment

Learning outcome

The learner will:

LO2 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:

AC2.1 describe conflicts or dilemmas that may arise between the duty of care and an individual's rights

AC2.2 explain how to work effectively with individuals and others to address conflicts and dilemmas related to duty of care in order to achieve positive outcomes for individuals

AC2.3 outline where to access additional support and advice about addressing conflicts and dilemmas in a care setting/service

Learning outcome

The learner will:

LO3 know how to respond to concerns and complaints

Assessment criteria

The learner can:

AC3.1 explain own role in identifying and responding to comments and complaints

AC3.2 outline the agreed policies and procedures for handling comments and complaints

AC3.3 explain the benefits of empowering individuals and others to express their comments, suggestions, and complaints

Learning outcome

The learner will:

LO4 know how to recognise and respond to adverse events, incidents, errors and near misses

Assessment criteria

The learner can:

AC4.1 describe what is meant by:

- a. an adverse event
- b. an incident
- c. an error
- d. a near miss

AC4.2 explain own role in recognising, reporting and responding to:

- a. an adverse event
- b. an incident
- c. an error
- d. a near miss

AC4.3 describe how effective practice may prevent further occurrences and improve quality of care

Unit 303

Understanding duty of care

Supporting Information

Evidence requirements

For LO1, LO2, LO3 and LO4, evidence can include assignment tasks, reflective accounts, questioning and professional discussion

For AC3.2, the outline needs to be in the learner's own words

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.2 Duty of candour: a person being open, honest, and transparent

Individual: individuals accessing care and support services. Improper treatment may include degrading and humiliating treatment, rough treatment, disproportionate and unnecessary restraint and threatening behaviour

AC2.2 Others includes but is not limited to:

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers

AC3.2 Policies and procedures: may include other agreed ways of working

AC4.3 Effective practice: duty of care in relation to managing an adverse event, an incident, an error, a near miss

Suggested supporting resources

Please search for complaints

www.hse.gov.uk

www.lgo.org.uk/adult-social-care

www.scie.co.uk

www.skillsforcare.org.uk

Unit 304

Effective communication in adult care settings/services

Level:	3
Credit value:	3
GLH:	15
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those working within the care sector. This unit is to ensure that the those working within this sector understand the central importance of communication. They can also understand ways in which they can overcome communication barriers to ensure they are meeting communication needs and preferences of the individuals and others.

Learning outcome

The learner will:

LO1 understand why effective communication is important in care settings/services

Assessment criteria

The learner can:

AC1.1 summarise the different reasons why people communicate

AC1.2 explain how communication affects relationships in a care setting/service

AC1.3 identify the skills required to be an effective communicator

AC1.4 describe how communication skills can be used to manage complex, sensitive, abusive and difficult situations in a care setting/service

AC1.5 explain the importance of maintaining open and honest communication in a care setting/service

Learning outcome

The learner will:

LO2 understand the variety in peoples' communication needs and preferences

Assessment criteria

The learner can:

AC2.1 describe a range of communication methods and styles available

- AC2.2 describe how people may use or interpret communication methods and styles in different ways
 - AC2.3 describe factors that need to be considered for effective communication
 - AC2.4 explain how digital and other technologies can be used to promote and enhance effective communication between self and others
 - AC2.5 describe barriers that may be present when communicating with others
 - AC2.6 explain how to access support or services to promote effective communication
 - AC2.7 describe the impact that poor or inappropriate communication has on practice
-

Learning outcome

The learner will:

- LO3 be able to communicate effectively with others

Assessment criteria

The learner can:

- AC3.1 demonstrate a range of effective communication methods and skills
 - AC3.2 demonstrate the application of communication skills appropriately in relation to message and audience for maximum impact
 - AC3.3 demonstrate the use of communication skills to build relationships
 - AC3.4 demonstrate how to overcome barriers to effective communication
-

Learning outcome

The learner will:

- LO4 be able to meet the communication and language needs, wishes and preferences of individuals

Assessment criteria

The learner can:

- AC4.1 demonstrate how to establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of interaction
 - AC4.2 demonstrate a range of communication styles, methods and skills to meet an individual's needs
 - AC4.3 demonstrate how to respond appropriately to an individual's reaction when communicating
 - AC4.4 demonstrate professionalism when using a range of different communication methods
-

Learning outcome

The learner will:

- LO5 understand the role of independent advocacy services in supporting individuals to communicate their needs, wishes and preferences

Assessment criteria

The learner can:

- AC5.1 explain the purpose and principles of independent advocacy
-

AC5.2 outline when to offer support to individuals to access advocacy services
AC5.3 explain how to support individuals to access advocacy services

Learning outcome

The learner will:

LO6 understand confidentiality in care settings/services

Assessment criteria

The learner can:

- AC6.1 explain the meaning of the term 'confidentiality' within a care setting/service
- AC6.2 explain the importance of maintaining confidentiality when communicating with others
- AC6.3 explain why and when confidentiality may need to be breached
- AC6.4 describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

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Unit 304

Effective communication in adult care settings/services

Supporting Information

Evidence requirements

For LO1, LO2, LO5 and LO6, evidence can include assignment tasks, reflective accounts, questioning and professional discussion

For LO3 and LO4 evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for

AC1.2 Care setting/service: may include a specific setting, location or range of locations depending on the caregiver's work role

AC2.1 Communication methods and styles: may include verbal, non-verbal and technological aids

AC2.4 Digital and other technologies may include mobile phones, internet, assistive technology

AC2.4 Others: may include:

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers

AC4.4 Professionalism - behaviour which aligns to social care values reflected in Codes of Practice and as outlined in employer codes of conduct

AC5.3 Advocacy: may include:

- Independent Mental Capacity Advocates (IMCA)
- Independent Mental Health Advocates (IMHAs)
- Independent Advocate (IA)
- Best Interest Assessor

Suggested supporting resources

City and Guilds L3 Diploma in Care Textbook (Hodder Education)

Hearing and Sight Loss – A handbook for professional carers (S. J. Butler – 2004)

Communication Skills in Health and Social Care (B. Moss – 2015)

www.skillsforcare.org.uk

www.gov.uk

www.hse.gov.uk

www.actiononhearingloss.org.uk

www.autism.org.uk

www.alzheimers.org.uk

www.cruse.org.uk

www.dementiauk.org

www.mencap.org.uk

www.mentalhealthcare-uk.com

www.mind.org.uk

www.rethink.org

www.rnib.org.uk

www.sense.org.uk

www.shelter.org.uk

www.strke.org.uk

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Unit 305

Handling information in adult care settings/services

Level:	3
Credit value:	2
GLH:	12
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those working within the care sector. This unit is to ensure that those working within this sector understand the skills and knowledge needed to implement and promote good practice in recording, storing and accessing information.

Learning outcome

The learner will:

LO1 understand requirements for handling information in care settings/services

Assessment criteria

The learner can:

AC1.1 outline the main points of legal requirements, policies and codes of practices for handling information in care services.

AC1.2 describe how to ensure data and cyber security is maintained in care services when using:

- a. electronic information systems
- b. manual systems

AC1.3 describe how to support others to keep information secure

AC1.4 explain what is considered a 'data breach' in the handling of information

AC1.5 describe how to respond appropriately to a 'data breach' within own work setting/service

Learning outcome

The learner will:

LO2 be able to implement good practice in the handling of information

Assessment criteria

The learner can:

AC2.1 demonstrate how to ensure data security when storing and accessing information

- AC2.2 demonstrate how to maintain and promote confidentiality in day-to-day communication
- AC2.3 demonstrate how to maintain records that are up to date, complete, accurate and legible
- AC2.4 demonstrate how to support audit processes in line with own role and responsibilities

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Unit 305

Handling information in adult care settings/services

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion

For LO2, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.2 where learners are required to store and access information manually and electronically, their assessment must include both manual and electronic storage and access arrangements. Learners must not submit any evidence in their portfolio that compromises data protection

Data and cyber security: learners should consider features that ensure the confidentiality, availability and integrity of information. This should include reducing Data Breaches, securing devices, and safe use of email wherever relevant

AC1.3 Others, may include:

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers

AC1.4 Data breach: this is the accidental or unlawful destruction, loss, alteration unauthorised disclosure of, or access to, personal or secure data

AC2.1 Storing and accessing information: where caregivers are required to store and access information manually and electronically

AC2.3 Records: where learners are required to use both electronic and manual record systems, assessment must include both ways of record keeping

Suggested supporting resources

City & Guilds L3 Diploma in Adult Care – Textbook (Hodder Education)

Private and Confidential: Handling Personal Information in Health and Social Care (C. Clark and J. McGhee – 2008)

www.cqc.org.uk

www.equalityhumanrights.com

www.gov.uk

www.ico.org.uk

www.nice.org.uk

www.digital.nhs.uk

www.skillsforcare.org.uk

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Unit 306

Promoting and implementing person-centred practice

Level:	3
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those working in a wide range of services. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches, linked with values and behaviours expected of an adult care worker.

Learning outcome

The learner will:

LO1 understand the application of person-centred practices in care settings/services

Assessment criteria

The learner can:

AC1.1 explain how to effectively build relationships with individuals

AC1.2 describe how person-centred values can be applied in a range of situations

AC1.3 describe how to use care plans and other resources to apply person-centred values and strength-based approaches

AC1.4 explain why person-centred values and strength-based approaches must influence all aspects of adult care work

AC1.5 describe how person-centred values and strength-based approaches must influence all aspects of adult care work

AC1.6 describe how to seek feedback to support the delivery of person-centred care in line with own roles and responsibilities

AC1.7 describe how the active participation of individuals and others in care planning, promotes person-centred values and strength-based approaches, to meet the holistic needs of an individual:

- a. for the present
- b. planning for their futures

AC1.8 describe how to support an individual to question or challenge decisions concerning them that are made by others

Learning outcome

The learner will:

LO2 understand the importance of individuals' relationships

Assessment criteria

The learner can:

AC2.1 describe the different relationships that are important to individuals, including intimate or sexual relationships

AC2.2 explain the impact of maintaining and building relationships on an individual's wellbeing

AC2.3 outline how own role supports individuals to maintain and build relationships

Learning outcome

The learner will:

LO3 be able to work in a person-centred way

Assessment criteria

The learner can:

AC3.1 demonstrate working with an individual and others to establish and understand an individual's history, preferences, wishes, strengths and needs

AC3.2 demonstrate working with individual(s) to identify how they want to actively participate in their care and support, taking into account their history, preferences, wishes, strengths and needs

AC3.3 demonstrate being responsive to individuals' changing needs or preferences, and adapting actions and approaches

AC3.4 demonstrate respect for individuals' lifestyle, choices and relationships

AC3.5 promote understanding and application of active participation amongst others

Unit 306

Promoting and implementing person-centred practice

Supporting Information

Evidence requirements

For LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO3, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1, AC2.2, AC2.3: Relationships: learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality and sexual relationships

AC1.2, AC1.3, AC1.4: Person-centred values: including individuality, rights, choice, privacy, independence, dignity, respect, partnership

AC1.2 Situations: could include complex and sensitive situations for example being given bad news, bereavement, personal care

AC1.3 Use of care plans: a care plan may be known by other names e.g. support plan, individual plan

Other resources: these might include, but are not limited to:

- One-page profiles
- Advanced care plans
- Assessments from other organisations
- Information from other people important to the individual.

AC1.5 Strength-based approaches: also referred to as 'asset-based approaches'. This approach focuses on individuals' strengths, resources and what they can do themselves to keep well and maintain independence

AC1.7 Planning for their futures: this might include, but is not limited to:

- Living arrangements
- Health and wellbeing
- Relationships
- Education or employment
- End of life care

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for

AC3.1 and AC3.5: Others, may include:

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers

AC3.1 and AC3.2: History, preferences, wishes, strengths and needs: these may be based on experiences, desires, values, beliefs or culture and may change over time

AC3.2 If learner is working with individuals who are not able to actively participate in their care and support, taking into account their history, preferences, wishes, strengths and needs due to profound disabilities/end of life/circumstances then the learner should reflect on how ways of working with individuals could support them to recognise their strengths and abilities to gain confidence to self-care.

AC3.3 Responsive: reacting quickly and positively

AC3.5 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 or support, rather than a passive recipient.

Suggested supporting resources

www.skillsforcare.co.uk

www.nhs.gov

Unit 307

Promoting choice and independence in adult care settings/services

Level:	3
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those working in a wide range of care services. It provides the learner with the knowledge, skills, values and behaviours required to implement and promote choice and independence within the role of adult care worker.

Learning outcome

The learner will:

- LO1 understand the role of risk assessments in promoting person-centred approaches, choice and independence

Assessment criteria

The learner can:

- AC1.1 explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks
- AC1.2 outline risk assessment methods used to promote choice and independence used in different situations
- AC1.3 describe own role when undertaking risk assessments to promote choice and independence
- AC1.4 explain why it is important to review and update individuals' risk assessments
- AC1.5 describe when individuals' risk assessments should be reviewed and updated
- AC1.6 explain who should be involved in the review and update of individuals' risk assessments

Learning outcome

The learner will:

- LO2 be able to promote individuals' rights to make choices

Assessment criteria

The learner can:

- AC2.1 demonstrate how to support individuals to make informed choices and decisions
 - AC2.2 establish informed consent when providing care and support
 - AC2.3 demonstrate the use of support mechanisms and guidance to promote an individual's right to make choices
 - AC2.4 work with individuals to manage risk in a way that maintains and promotes an individual's right to make choices
-

Learning outcome

The learner will:

LO3 be able to promote individuals' independence

Assessment criteria

The learner can:

- AC3.1 involve an individual in their care and support
- AC3.2 support individuals to recognise their strengths and abilities to gain confidence to self-care
- AC3.3 identify a range of technologies that can support or maintain individual's independence

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Unit 307

Promoting choice and independence in adult care settings/services

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. For LO1, AC1.1 and AC1.2: risk assessment methods may include visual or written. For AC1.3-AC1.6 evidence may include alternative and augmentative, communication tools and/or digital technology

For LO2 and LO3, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for

AC1.2 Risk assessment methods in line with:

- Organisational policies
- Procedures
- Practices.

AC2.2 Informed consent: where an individual, with capacity to consent, voluntarily agrees to an action or decision based on awareness and understanding of risks, benefits and alternatives

AC2.3 Support mechanisms and guidance: may include:

- Care/Support plans
- Risk assessments
- Use of advocates
- Alternative Communication strategies
- Assistive technology
- Family/informal carers

AC3.2 If learner is working with individuals who are not able to recognise their strengths and abilities to gain confidence to self-care due to profound disabilities/end of life/circumstances then the learner should reflect on how ways of working with individuals could support them to recognise their strengths and abilities to gain confidence to self-care. Wherever possible the reflection should be based on real work situations.

AC3.3 Technologies: may include alternative and augmentative, communication tools and/or digital technology

Suggested supporting resources

<https://www.nice.org.uk>

<https://www.skillsforcare.org.uk>

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Unit 308

Supporting individuals with their health and wellbeing

Level:	3
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	This unit enables the learner to show their knowledge and understanding of the importance of health and wellbeing and the impact of these on individuals using services. The learner will show they are able to monitor an individual's health and wellbeing, assess and respond to any changes and promote ways to improve an individual's health and wellbeing.

Learning outcome

The learner will:

LO1 understand the importance of an individual's wellbeing

Assessment criteria

The learner can:

AC1.1 evaluate how **identity, self-image, and self-esteem** can impact on an individual's wellbeing

AC1.2 identify the factors that positively and negatively influence an individual's wellbeing

AC1.3 describe the range of services and resources available to support an individual's wellbeing

AC1.4 describe how to access a range of services and resources

AC1.5 identify possible barriers to accessing services and resources available to support an individual's wellbeing

AC1.6 evaluate how potential barriers for an individual to access services and resources could be overcome

AC1.7 explain how an individual's wellbeing may affect their behaviours and relationships

Range

AC1.1 The evaluation must include definitions of the terms:

- Identity
- Self-image
- Self-esteem

Learning outcome

The learner will:

LO2 know how to monitor individuals' health

Assessment criteria

The learner can:

AC2.1 describe ways to engage individuals in monitoring their own health and wellbeing

AC2.2 identify the early indicators of physical health deterioration

AC2.3 identify the early indicators of mental health deterioration

AC2.4 explain how to escalate concerns about an individual's health deterioration, and to whom

Learning outcome

The learner will:

LO3 be able to assess and respond to changes in an individual's health and wellbeing

Assessment criteria

The learner can:

AC3.1 engage individuals in understanding their health and wellbeing

AC3.2 involve individuals in monitoring their health and wellbeing

AC3.3 demonstrate the use of appropriate tools to monitor and report changes in health and wellbeing

AC3.4 demonstrate how to record observations of health and wellbeing

AC3.5 explain when and how to take appropriate action if an observation result is concerning

Learning outcome

The learner will:

LO4 be able to promote individuals' health and wellbeing

Assessment criteria

The learner can:

AC4.1 support individuals in a way that promotes their sense of identity, self-image, and self-esteem

AC4.2 demonstrate ways to contribute to an environment that promotes wellbeing

AC4.3 demonstrate a person-centred approach to working with individuals to improve health and wellbeing.

AC4.4 demonstrate approaches to working with others to improve an individual's health and wellbeing

Unit 308

Supporting individuals with their health and wellbeing

Supporting Information

Evidence requirements

For LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

AC3.2: Where a learner is unable to demonstrate involving individuals in monitoring their health and wellbeing due to the setting or the individual's profound disabilities/end of life/circumstances, then the learner should reflect on how ways of working with individuals could support them to recognise their strengths and abilities to gain confidence to self-care. Wherever possible the reflection should be based on real work situations. This should be agreed with the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

- AC1.1, AC1.2, AC1.3, AC1.5 and AC1.6: Individuals' wellbeing: in this context, wellbeing refers to that of people accessing care and support services. Wellbeing is broad concept referring to a person's quality of life. It considers health, happiness, and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, and mental wellbeing
- AC1.2 Factors: factors affecting wellbeing will be different for different people. Learners should show consideration for environmental, physical, social, and psychological factors
- AC1.3 and AC1.5: Range of services and resources: learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals' different wellbeing strengths and needs
- AC2.3 Early indicators: these may also be referred to as 'soft signs' of deterioration
- AC2.4 Learners must explain how to escalate concerns and who must be informed
- AC3.3 Appropriate tools: tools will vary depending on learner's role and organisational practices. They may include, but not limited to: 'Stop and Watch,' RESTORE2, NEWS2, SBARD (Situation, Background, Assessment, Recommendation, Decision) as well as technological aids and physiological measurements
- AC3.4 Appropriate action: actions will vary depending on learners' role and organisational practices, as well as the specific change in an individual's wellbeing. Action may include referring to a colleague or another organisation

Suggested supporting resources

<https://www.cipd.co.uk>

<https://www.mind.org.uk>

<https://www.england.nhs.uk/>

<https://www.gov.uk/>

<https://www.nice.org.uk/guidance/lifestyle-and-wellbeing>

<https://www.skillsforcare.org.uk/>

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Unit 309

Promoting equality, diversity, inclusion and human rights in adult care settings/services

Level:	3
Credit value:	2
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those working in a wide range of services. It provides the learner with the knowledge and skills required to implement and promote equality, diversity, inclusion and human rights and how this is linked with values and behaviours expected of an adult care worker.

Learning outcome

The learner will:

- LO1 understand influences on working practices to promote equality, diversity, inclusion and human rights

Assessment criteria

The learner can:

- AC1.1 identify current legislation, codes of practice and policy linked with equality, diversity, inclusion and human rights
- AC1.2 explain how legislation, policies and codes of practice apply to and influence own work role
- AC1.3 explain how external factors influence own work role in relation to equality, diversity, inclusion and human rights

Learning outcome

The learner will:

- LO2 understand the importance of equality, diversity, inclusion and human rights within own work setting/service

Assessment criteria

The learner can:

- AC2.1 define the meaning of:

- a. diversity
 - b. equality
 - c. inclusion
 - d. discrimination
 - e. unconscious bias
 - f. protected characteristics
 - g. human rights
- AC2.2 explain the relevance to own practice of:
- a. diversity
 - b. equality
 - c. inclusion
 - d. discrimination
 - e. unconscious bias
 - f. protected characteristics
 - g. human rights
- AC2.3 explain how inclusive practice and cultures promote equality, diversity, inclusion and human rights within own work setting/service
- AC2.4 explain how the promotion of equality, diversity, inclusion and human rights can lead to improved outcomes for individuals
- AC2.5 describe how own service promotes equality, diversity, inclusion and human rights
- AC2.6 describe own role in promoting equality, diversity inclusion and human rights
-

Learning outcome

The learner will:

LO3 know how to promote equality, diversity, inclusion, and human rights

Assessment criteria

The learner can:

- AC3.1 explain the potential effects of discrimination on:
- a. individuals
 - b. those who inflict discrimination
 - c. the wider community and society
- AC3.2 analyse how unconscious bias may affect own and others' behaviours
- AC3.3 describe how to respond to and challenge discrimination in a way that promotes positive change
- AC3.4 explain how to report and record any discriminatory or excluding behaviour within own work setting/service
-

Learning outcome

The learner will:

LO4 be able to work in an inclusive way

Assessment criteria

The learner can:

- AC4.1 demonstrate interaction with individuals and others in a way that respects their lifestyle, beliefs, culture, values and preferences
- AC4.2 promote a culture that supports inclusive practices
-

AC4.3 reflect on own practice in promoting equality, diversity, inclusion and human rights

AC4.4 make recommendations for developing own practice in promoting equality, diversity, inclusion and human rights

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Unit 309

Promoting equality, diversity, inclusion and human rights in adult care settings/services

Supporting Information

Evidence requirements

For LO1, LO2, LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

AC4.3 and AC4.4 may be linked to and assessed alongside the Continuous Development unit.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.2 Legislation: these must relate to equality, diversity, inclusion, discrimination and human rights

AC1.3 External factors: these may include, but are not limited to, societal movements and campaigns or periods in modern history

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for

AC2.6 Own role in promoting: this may include the learner's role:

- Within their team, workplace or organisation
- Within networks of practice
- Within the community
- Supporting or advising other professionals with regards to reasonable adjustments for individuals

AC3.2 and AC4.1: Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers

AC3.2 Learners need to consider in detail their own potential for unconscious bias and how this could impact on their practice

AC3.4 Learners must explain how to report and record any discriminatory or excluding behaviour and to whom

Suggested supporting resources

www.skillsforcare.co.uk

<https://www.acas.org.uk> – search unconscious-bias

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Unit 310

Promoting health and safety in adult care settings/services

Level:	3
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those working in a wide range of care work settings/services. The aim of this unit is to develop the learner's understanding, knowledge and skills in promoting and implementing health and safety.

Learning outcome

The learner will:

LO1 understand own responsibilities, and the responsibilities of others relating to health and safety in the work setting/service

Assessment criteria

The learner can:

AC1.1 outline current legislation relating to health and safety that applies in own care work setting

AC1.2 explain the main points of health and safety policies and procedures agreed with the employer as applied to own work role

AC1.3 explain the main health and safety responsibilities of:

- self
- the employer or manager
- others in the work setting

AC1.4 describe specific tasks in the work setting that should not be carried out without special training

Learning outcome

The learner will:

LO2 understand procedures for responding to accidents and sudden illness

Assessment criteria

The learner can:

AC2.1 identify different types of accidents and sudden illness that may occur in own work setting/service

AC2.2 describe procedures to be followed if an accident or sudden illness should occur

AC2.3 outline the records that must be maintained relating to accidents, incidents and sudden illness

Learning outcome

The learner will:

LO3 be able to carry out own responsibilities for health and safety

Assessment criteria

The learner can:

AC3.1 demonstrate the use of policies and procedures or other agreed ways of working that relate to health and safety in care settings/services

AC3.2 demonstrate how to support others to understand and follow safe practices

AC3.3 demonstrate how to minimise and manage potential risks and hazards

AC3.4 use risk assessment in relation to health and safety

AC3.5 monitor potential health and safety risks

AC3.6 access support or information relating to health and safety

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Unit 310

Promoting health and safety in adult care settings/services

Supporting Information

Evidence requirements

For LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO3, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

- Individuals own home
- Community environments
- Hospitals
- Clinics / Surgeries
- Residential care homes
- Nursing homes
- Supported housing

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

AC1.3 and 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
- Visiting tradespeople

AC1.4 Tasks: may include:

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

Suggested supporting resources

www.hse.gov.uk

www.legislation.gov.uk

www.cqc.org.uk

Health And Safety in Care Homes, HSG220

Author: Health and Safety Executive (HSE)

Publisher: HSE Books

ISBN: 9780717663682

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Unit 311

Supporting infection control and prevention and control in adult care settings/services

Level:	3
Credit value:	2
GLH:	10
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those working in a wide range of care work settings/services. The purpose of this unit is to develop the learner's understanding, knowledge and skills when supporting infection prevention and control in adult care.

Learning outcome

The learner will:

LO1 understand how to prevent and control the spread of infection

Assessment criteria

The learner can:

AC1.1 identify different types of infection

AC1.2 describe how different types of infection are spread

AC1.3 describe how to minimise the spread of infection in care settings/services

AC1.4 explain how to identify individuals who have, or are at risk of infection

AC1.5 describe actions to take to minimise the risks of infection to individuals and others

AC1.6 outline own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection

AC1.7 outline own role in supporting others to follow practices that reduce the spread of infection

AC1.8 describe own responsibilities for ensuring the appropriate cleaning and decontamination of environments and equipment

Learning outcome

The learner will:

LO2 be able to contribute to the prevention and control of the spread of infection

Assessment criteria

The learner can:

AC2.1 risk assess infection control measures in a range of situations

AC2.2 use appropriate Personal Protective Equipment (PPE) correctly in a range of situations

AC2.3 identify when it is necessary to perform hand hygiene

AC2.4 perform hand hygiene using recommended techniques and appropriate products

AC2.5 describe ways of working that ensure own health and hygiene does not pose a risk to individuals and others

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Unit 311

Supporting infection control and prevention and control in adult care settings/services

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

LO1, LO2 It is expected that learners will be able to describe the links of the chain of infection. They should also identify the different modes of transmission.

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

AC1.5, AC1.7 and AC2.5: Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- Individuals accessing care and support services
- Carers, loved ones, family, friends of those accessing care and support services
- Colleagues and peers
- Managers and supervisors
- Professionals from other services
- Visitors to the work setting
- Members of the community
- Volunteers.

AC1.8 Decontamination: after cleaning, environments and equipment may require disinfection and sterilisation. The learner may not carry out decontamination but needs to understand the relevance to their work role.

AC2.1 Situations: may include:

- Personal care
- Assisting individuals with continence
- Preparing food and drink
- Performing clinical skills
- Providing pressure area care
- Responding to illness or accidents
- Any other appropriate work task within a care work setting.

AC2.2 Appropriate use of Personal Protective Equipment (PPE): this should include the different equipment available and donning/doffing and disposal.

AC2.3 Hand hygiene: refers to following recommended hand-washing techniques and the use of appropriate sanitiser.

Suggested supporting resources

Search for the term 'infection control' in the following websites:

www.hse.gov.uk

www.cqc.org.uk

www.nice.org.uk

www.nhs.uk

www.gov.uk

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Unit 312

Implementing health and safety in adult care settings/services

Level:	3
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those working in a wide range of care work settings. The aim of this unit is to develop the learner's understanding, knowledge and skills in promoting and implementing health and safety when supporting individuals.

Learning outcome

The learner will:

LO1 be able to move and handle equipment and other objects safely

Assessment criteria

The learner can:

AC1.1 outline the main points of current legislation that relate to moving and handling

AC1.2 outline the principles for safe moving and handling

AC1.3 move and handle equipment and other objects safely

Learning outcome

The learner will:

LO2 be able to handle hazardous substances and materials

Assessment criteria

The learner can:

AC2.1 identify types of hazardous substances that may be found in the work setting

AC2.2 demonstrate safe practices for:

- storing hazardous substances
- using hazardous substances
- disposing of hazardous substances and materials.

Learning outcome

The learner will:

LO3 be able to promote fire safety in the work setting

Assessment criteria

The learner can:

AC3.1 describe practices that prevent fires from:

- a. starting
- b. spreading

AC3.2 explain emergency procedures to be followed in the event of a fire in work settings

AC3.3 demonstrate measures that can prevent fires from starting

AC3.4 ensure evacuation routes are clear

Learning outcome

The learner will:

LO4 be able to implement security measures in work settings

Assessment criteria

The learner can:

AC4.1 explain the importance of ensuring that others are aware of own whereabouts

AC4.2 use agreed procedures for checking the identity of anyone requesting access to:

- a. premises
- b. information

AC4.3 use measures to protect own security and the security of others in work settings

Unit 312

Implementing health and safety in adult care settings/services

Supporting Information

Evidence requirements

For LO1, LO2, LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.3 Objects may include:

- Shopping bags
- Furniture
- Boxes
- Supplies

AC2.1 Types of hazardous substances:

- Chemicals
- Products containing chemicals
- Fumes
- Dusts
- Vapours
- Mists
- Nanotechnology
- Gases and asphyxiating gases and biological agents

AC3.2 Work setting: this may include one specific setting/service or a range of settings/services.

Depending on the context of a particular work role and may include

- Individuals own home
- Community environments
- Hospitals
- Clinics / surgeries
- Residential care homes
- Nursing homes
- Supported housing

AC4.1 Guidance covers lone workers, inside and outside. Personal to the learner in own work setting and relate to personal safety and safety of others.

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
- Visiting tradespeople

Suggested supporting resources

www.hse.gov.uk

www.cqc.org.uk

www.scie.org.uk

www.legislation.gov.uk

Health And Safety in Care Homes, HSG220

Author: Health and Safety Executive (HSE)

Publisher: HSE Books

ISBN: 9780717663682

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Unit 313

Continuous development when working in an adult care worker role

Level:	3
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable the learner to show their knowledge and understanding of the importance of continuous development within their work role. Understanding and using reflective practice, the learner will demonstrate their commitment to their own development and show they are developing leadership behaviours.

Learning outcome

The learner will:

LO1 know what is required to be competent in own role

Assessment criteria

The learner can:

AC1.1 describe the duties and responsibilities of own work role

AC1.2 state skills and behaviours required to carry out own work role

AC1.3 describe expectations of own work role as expressed in relevant standards

AC1.4 explain how continuing professional development supports the provision of quality care

AC1.5 identify sources of support when planning own continuous development needs

Learning outcome

The learner will:

LO2 be able to demonstrate commitment to own continuous development

Assessment criteria

The learner can:

AC2.1 evaluate own performance and understanding of role against:

- values
- standards
- skills

- d. behaviours
- AC2.2 work with others to identify and prioritise:
- a. own learning needs
 - b. professional interests
 - c. development aspirations
- AC2.3 work with others to agree own personal and professional development plan
- AC2.4 work with others to review personal and professional development plan goals
- AC2.5 record progress in relation to personal and professional development in the professional development plan
-

Learning outcome

The learner will:

LO3 understand the value of reflective practice

Assessment criteria

The learner can:

- AC3.1 define 'reflective practice' in health and social care
 - AC3.2 describe models of reflection and their use in reflective practice
 - AC3.3 explain the benefits and scope of reflective practice
 - AC3.4 explain how reflective practice can support continuous professional development and improvements to both own practice and the provision of quality care
-

Learning outcome

The learner will:

LO4 be able to use reflective practice to improve ways of working

Assessment criteria

The learner can:

- AC4.1 reflect on how different types of learning activities have influenced own practice
 - AC4.2 describe how own values, beliefs and experiences may affect working practices
 - AC4.3 reflect on how own values, beliefs and experiences have developed since working within own role
 - AC4.4 reflect on own ability to use initiative, make decisions, and take responsibility for own actions
 - AC4.5 reflect on own ability to understand the limits and accountability of own work role and when to seek advice
 - AC4.6 use reflections and feedback from others to evaluate own performance and inform development
-

Learning outcome

The learner will:

LO5 be able to develop leadership behaviours

Assessment criteria

The learner can:

AC5.1 describe leadership behaviours in adult social care

AC5.2 model high standards of practice within own work role to encourage others to make a positive difference to the lives of individuals.

AC5.3 model high standards of practice within own work role to encourage others to make a positive difference to the work environment.

AC5.4 share ideas to improve services with others

AC5.5 promote partnership approaches to supporting individuals

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Unit 313

Continuous development when working in an adult care worker role

Supporting Information

Evidence requirements

For LO1 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, LO4 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Evidence for this unit may link holistically to evidence from other units and where possible cross referencing should be used.

Unit guidance

- AC1.1 Duties and responsibilities: learners should discuss their duties and responsibilities in the context of their work role, including providing person-centred care and support
- AC1.2 Skills and behaviours: learners should discuss the skills and behaviours required by their work role when providing person-centred care and support
- AC1.3 Standards: the learner should refer to Codes of Practice, regulations, minimum standards, national occupational standards. Learners may also have other standards that they have to adhere to in their particular service
- AC1.4 Continuing professional development: refers to the process of monitoring and documenting the skills, knowledge and experience gained both formally and informally, beyond initial training
- AC1.5 Sources of support: may include: formal or informal support, supervision, appraisal, mentoring, peer support, within and outside the organisation. The sources of support need to be tailored and relevant to the individual learner
- AC2.1 Standards: may include Codes of Practice, regulations, minimum standards, national occupational standards
- AC2.2 Others: in this context, this will likely refer to line-manager, assessor and/or supervisor. It could also include more informally:
- Individuals accessing care and support services
 - Carers, loved ones, family, friends of those accessing care and support services
 - Colleagues and peers
 - Professionals from other services
- AC2.3 Personal and professional development plan: may be known by different names but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives, timescales for review
- AC3.1 Reflective practice: learners should understand what is meant by reflective practice

- AC3.3 Scope: learners should recognise that it is also important to reflect on the practice or behaviours of others
- AC3.4 Continuing professional development refers to the process of monitoring and documenting the skills, knowledge and experience gained both formally and informally, beyond initial training
- AC4.1 Learning activities: evaluation must cover a range of learning activities and must include reference to online learning e.g., e-learning, virtual classrooms, online tutorials, webinars, internet research as well as face to face methods (where learner has access)
- AC4.6, AC5.2 and AC5.4: Others: may include team members, other colleagues, individuals accessing care and support services, families, carers and other professionals. Learners may also wish to consider their personal relationships.
- LO5 Leadership Qualities Framework (skillsforcare.org.uk)

Suggested supporting resources

<https://www.scie.org.uk/>

<https://www.skillsyouneed.com/>

<https://www.mindtools.com/>

The Reflective Practitioner: How Professionals Think in Action (Arena) - 22 Aug. 1991 by Donald A. Schn (Author)

Becoming a Reflective Practitioner, 5th Edition - 30 Jun. 2017 by Christopher Johns (Editor)

Reflective Writing for Nursing, Health and Social Work: 70 (Macmillan Study Skills) - 23 April 2020 by Elizabeth Tanguay (Author), Peter Hanratty (Contributor), Ben Martin (Contributor)

How to Improve your Critical Thinking & Reflective Skills (Smarter Study Skills) - 12 Oct. 2012 by Jonathan Weyers (Author), Kathleen McMillan (Author)

Unit 314

Understanding personal wellbeing

Level:	3
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is for the learner to understand the importance of their own personal wellbeing and the impact of this when working within their role. The learner will understand the importance of maintaining and improving their personal wellbeing, including how to access support. The learner will understand how to manage their own stress and anxiety, thereby developing resilience when working in their role.

Learning outcome

The learner will:

LO1 understand own wellbeing

Assessment criteria

The learner can:

AC1.1 explain what is meant by:

- own wellbeing
- self-care
- resilience

AC1.2 explain relevance of the following to own life experience:

- own wellbeing
- self-care
- resilience

AC1.3 identify factors that positively influence own wellbeing

AC1.4 identify factors that negatively influence own wellbeing

AC1.5 outline indicators of own sense of wellbeing

AC1.6 outline indicators of a deterioration in own sense of wellbeing

Learning outcome

The learner will:

LO2 understand the importance of maintaining and improving own wellbeing

Assessment criteria

The learner can:

AC2.1 explain how own wellbeing may impact on role and behaviour at work

AC2.2 describe how own wellbeing may impact on others

Learning outcome

The learner will:

LO3 know how to maintain and improve own wellbeing

Assessment criteria

The learner can:

AC3.1 explain own strategies to maintain and improve wellbeing.

AC3.2 identify sources of support available for maintaining own wellbeing

AC3.3 explain how to access sources of support to maintain own wellbeing

AC3.4 explain how to access professional help if needed to support own wellbeing

Learning outcome

The learner will:

LO4 know how to manage own stress and anxiety

Assessment criteria

The learner can:

AC4.1 explain what is meant by stress and anxiety

AC4.2 explain how to recognise indicators of stress and anxiety in oneself

AC4.3 identify factors that can trigger stress and anxiety in oneself

AC4.4 describe how stress and anxiety may affect own reactions and behaviours towards others

AC4.5 explain own strategies for managing stress and anxiety and building resilience

AC4.6 describe how to access **support** from others when needed

Range

AC4.6 **Support:** must include

- Internal: supervision, employee assistance scheme, mentor, or buddying systems.
- External: self-help tools, apps and websites, local groups and networks.

Unit 314

Understanding personal wellbeing

Supporting Information

Evidence requirements

For LO1, LO2, LO3, LO4 and LO5, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1 Own wellbeing: refers to that of learner.

AC1.3 Factors: these should be specific to the learner.

AC1.5 Indicators: these should be specific to the learner and include physical, emotional, and psychological indicators.

AC2.2 Others: may include:

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

Learners may also wish to consider their personal relationships.

AC3.1 and AC4.5: Strategies: these should be specific to the learner. Strategies should include those that enable the learner to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.

AC3.2 and AC4.6: Support: the range should include offers available inside and outside the learners' workplace. Learners should consider offers they use as well as those they currently choose not to.

AC4.1, AC4.2, AC4.3, AC4.4 and AC4.5: Stress: stress can have positive, as well as negative, effects on a person. In this context, we refer to the negative impacts of stress.

Suggested supporting resources

<https://www.nhs.uk/>

<https://www.anxietyuk.org.uk/>

<https://www.mentalhealth.org.uk/>

<https://www.mind.org.uk/>

Unit 320

Supporting individuals to access and use services and facilities

Unit level:	3
Credit value:	4
GLH:	25
Assessment type:	Portfolio of evidence
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.

Learning outcome

The learner will:

LO1 understand factors that influence individuals' access to services and facilities

Assessment criteria

The learner can:

AC1.1 identify services and facilities which individuals may need/wish to access

AC1.2 describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing

AC1.3 identify barriers that individuals may encounter in accessing services and facilities

AC1.4 describe ways of overcoming barriers to accessing services and facilities

AC1.5 explain why it is important to support individuals to challenge information about services that may present a barrier to participation

AC1.6 explain how using digital skills and technology can support the access to services and facilities

Learning outcome

The learner will:

LO2 be able to support individuals to select services and facilities

Assessment criteria

The learner can:

AC2.1 identify with an individual, others' they wish to be involved in the selection of service and facilities

- AC2.1 work with an individual and chosen others to identify services and facilities likely to meet their assessed needs
 - AC2.2 agree with an individual and chosen others their preferred options for accessing services and facilities
 - AC2.3 work with an individual and chosen others to select services or facilities that meet their assessed needs and preferences
-

Learning outcome

The learner will:

- LO3 be able to support individuals to access and use services and facilities

Assessment criteria

The learner can:

- AC3.1 identify with an individual the resources, support and assistance required to access and use selected services and facilities
 - AC3.2 carry out agreed responsibilities within scope of own role to enable an individual to access and use services and facilities
 - AC3.3 explain how to ensure an individual's rights and preferences are promoted when accessing and using services and facilities
-

Learning outcome

The learner will:

- LO4 be able to support individuals to review their access to and use of services and facilities

Assessment criteria

The learner can:

- AC4.1 work with an individual and others to evaluate whether services or facilities have met their assessed needs and preferences
- AC4.2 support an individual and others to provide feedback on their experiences of accessing and using services or facilities
- AC4.3 work with an individual and others to evaluate the support provided for accessing and using services or facilities within scope of own role
- AC4.4 agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for an individual, within scope of own role

Unit 320

Supporting individuals to access and use services and facilities

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. The learner does not have to use a specific individual throughout

For LO2, LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

AC2.3 Preferences may be based on:

- Beliefs
- Values
- Culture

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
- Visiting tradespeople

Unit 321

Supporting the spiritual wellbeing of individuals

Unit level:	3
Credit value:	3
GLH:	26
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to provide the learner with the knowledge and understanding that underpin the skills required to support the spiritual wellbeing of individuals within an adult care setting/setting. It will assess how the learner supports individuals to maintain their spiritual wellbeing.

Learning outcome

The learner will:

LO1 understand the importance of spiritual wellbeing for individuals

Assessment criteria

The learner can:

AC1.1 outline different ways in which spiritual wellbeing can be defined

AC1.2 define the difference between spirituality and religion

AC1.3 describe different aspects of spiritual wellbeing

AC1.4 explain how spiritual wellbeing is a different experience for individuals

AC1.5 explain how spiritual wellbeing defines an individual's identity

AC1.6 outline the links between spirituality, faith and religion

AC1.7 explain how an individual's current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith or religion

Learning outcome

The learner will:

LO2 be able to identify the spiritual needs of individuals and others

Assessment criteria

The learner can:

AC2.1 support an individual and others to identify their spiritual needs

AC2.2 outline sources of support that are available to support individuals and others with their spiritual needs

AC2.3 identify how an individual's emphasis on spiritual wellbeing may vary at different stages of their life experience

AC2.4 take action to ensure that an individual's spiritual wellbeing is recognised appropriately in their care/support plan

Learning outcome

The learner will:

LO3 understand the impact of values and beliefs on own and individuals' spiritual wellbeing

Assessment criteria

The learner can:

AC3.1 analyse how own values and beliefs may impact on others when communicating about an individual's spiritual wellbeing

AC3.2 identify how the values and beliefs of others may impact on an individual

AC3.3 identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others

Learning outcome

The learner will:

LO4 be able to support individuals' spiritual wellbeing

Assessment criteria

The learner can:

AC4.1 access resources and information to support an individual's spiritual wellbeing

AC4.2 contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing

AC4.3 support an individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing

AC4.4 support an individual to participate in their chosen activities to support their spiritual wellbeing

AC4.5 access any additional expertise required to meet an individual's spiritual needs

AC4.6 outline the benefits of working in partnership with religious and non-religious communities to support the spiritual needs and preferences of an individual

Unit 321

Supporting the spiritual wellbeing of individuals

Supporting Information

Evidence requirements

For LO1 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. The learner does not have to use a specific individual throughout

For LO2 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1 Spiritual wellbeing can be defined as:

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

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

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

Unit 322

Supporting use of medication in adult care

Unit level:	3
Credit value:	4
GLH:	26
Assessment type:	Portfolio of evidence
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

Learning outcome

The learner will:

LO1 know about common types of medication and their use

Assessment criteria

The learner can:

AC1.1 identify medication commonly used within an adult care setting/service

AC1.2 identify common conditions which require medication within an adult care setting/service

AC1.3 describe changes to an individual's health or behaviour that may indicate an adverse reaction to medication

Learning outcome

The learner will:

LO2 understand roles, responsibilities and agreed ways of working relating to the use of medication in adult care settings/services

Assessment criteria

The learner can:

AC2.1 identify current relevant legislation and agreed ways of working governing the use of medication in adult care settings/services

AC2.2 describe the responsibilities of those involved in prescribing, dispensing and supporting use of medication

AC2.3 explain the boundaries of own role when supporting the use of
a. over the counter medications

- b. prescribed medications
 - c. remedies and supplements
-

Learning outcome

The learner will:

LO3 understand how to support the administration of medication

Assessment criteria

The learner can:

AC3.1 outline the routes by which medication can be administered

AC3.2 identify different forms in which medication may be presented

AC3.3 describe aids that can assist in administering medication

AC3.4 explain how to support the administration of medication in a way that is safe, promotes an individual's rights and preferences, and encourages active participation

Learning outcome

The learner will:

LO4 understand how to receive, store and dispose of medication supplies safely

Assessment criteria

The learner can:

AC4.1 explain how to receive supplies of medication in line with agreed ways of working

AC4.2 explain how to store medication safely

AC4.3 explain how to dispose of unused or unwanted medication safely

Learning outcome

The learner will:

LO5 know how to promote the rights of the individual when supporting the administration of medication

Assessment criteria

The learner can:

AC5.1 explain the following principles when supporting the administration of medication:

- a. valid consent
- b. self-medication or active participation
- c. dignity and privacy
- d. confidentiality

AC5.2 explain how risk assessment can be used to promote an individual's independence in administering medication

AC5.3 explain actions to take when practical difficulties arise in supporting individuals using medication

AC5.4 explain actions to take when ethical challenges arise in supporting individuals using medication

Learning outcome

The learner will:

LO6 be able to support use of medication

Assessment criteria

The learner can:

AC6.1 obtain information about an individual's medication

AC6.2 demonstrate how to support an individual to administer their medication in ways that promote hygiene, safety, dignity and active participation

AC6.4 record an individual's use of medication and any observed reactions

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Unit 322

Supporting use of medication in adult care

Supporting Information

Evidence requirements

LO1 - LO5 For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning, professional discussion.

LO6 learning outcome, evidence must include direct observation however this must not compromise the dignity of the individual. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC5.1b 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

AC5.3 Practical difficulties may include:

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

AC5.3 Ethical challenges may include

- Lifestyle choices
- Cultural factors
- Choosing to cease or change medication
- Influences of others
- Contra-indications with other medications
- Use of substances which are illegal or not supported under UK legislation/guidance

Unit 323

Administering medication to individuals and monitoring the effects

Unit level:	3
Credit value:	5
GLH:	30
Assessment type:	Portfolio of evidence
Aim:	This unit aims to provide learners with an understanding of how to administer medication safely within an adult care setting/service. Learners will explore different medications and their potential side effects. Learners will demonstrate how to prepare for and administer medication to individuals in a way that promotes active participation and follows agreed ways of working.

Learning outcome

The learner will:

LO1 know about common types of medication and their use

Assessment criteria

The learner can:

AC1.1 identify medication commonly used within an adult care setting/service

AC1.2 outline the following

- a. therapeutic effects of medication commonly used within an adult care setting/service
- b. side effects/adverse reactions medication commonly used within an adult care setting/service

AC1.3 identify the different routes of medicine administration

AC1.4 describe the actions to take if an individual has an adverse reaction to medication

AC1.5 identify medication requiring specific physiological measurements

Learning outcome

The learner will:

LO2 understand procedures and techniques for the administration of medication

Assessment criteria

The learner can:

- AC2.1 identify current relevant legislation and agreed ways of working governing the administration of medication in adult care settings/services
 - AC2.2 identify different forms in which medication may be presented
 - AC2.3 describe the use of aids that can assist in administering medication
 - AC2.4 explain how to administer medication in a way that is safe, promotes an individual's rights and preferences, and encourages active participation
 - AC2.5 describe the information required on prescriptions/medication administration charts
-

Learning outcome

The learner will:

- LO3 be able to prepare for the administration of medication

Assessment criteria

The learner can:

- AC3.1 apply standard precautions for infection control when preparing to administer medication
 - AC3.2 ensure the appropriate timing of medication
 - AC3.3 obtain an individual's valid consent for the administration of medication
 - AC3.4 provide information and reassurance, encouraging active participation appropriate to the needs of an individual when preparing to administer medication
 - AC3.5 select, check and prepare the medication according to prescription or instructions
-

Learning outcome

The learner will:

- LO4 be able to administer medication safely

Assessment criteria

The learner can:

- AC4.1 follow the prescription or instruction requirements for administering the medication,
 - AC4.2 safely administer the medication by:
 - a. preparing the administration site
 - b. following the prescribed instructions
 - c. encouraging active participation
 - d. ensuring comfort and minimising distress
 - e. ensuring the security of medication
 - AC4.3 observe an individual's reaction when administering medication
 - AC4.4 report any immediate problems with the administration
 - AC4.5 confirm that an individual has taken the medication
 - AC4.6 complete required records/documentation following administration of medication
 - AC4.7 return unused medication to the correct place for storage
 - AC4.8 dispose of out of date/part-used medications safely and in accordance with legal and organisational requirements
-

Unit 323

Administering medication to individuals and monitoring the effects

Supporting Information

Evidence requirements

LO1, LO2 For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning, professional discussion.

LO3 and LO4 evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

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

It is acknowledged that learners may cross reference/or RPL evidence from the mandatory medication training that occurs outside of this qualification.

Unit 324

Promoting wellbeing and the rights of individuals with learning disabilities and/or autism

Unit level:	3
Credit value:	2
GLH:	14
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is for learners to develop their knowledge and skills when promoting wellbeing of individuals with learning disabilities and/or autism. The learner will explore will how co-production and co-design should be an integral part of service planning and delivery. Learners will demonstrate how they promote the rights of individuals with learning disabilities and/or autism.

Learning outcome

The learner will:

- LO1 understand how to promote wellbeing through person-centred care of individuals with learning disabilities and/or autism

Assessment criteria

The learner can:

- AC1.1 define the term 'wellbeing'
- AC1.2 outline factors that contribute to a sense of wellbeing
- AC1.3 explain how individuals with learning disabilities and/or autism can be supported to contribute to activities which support their wellbeing
- AC1.4 explain how current frameworks related specifically to the support of individuals with learning disabilities and/or autism promotes
- the rights of individuals
 - collaborative practice in providing care and support
- AC1.5 explain the following in relation to service delivery for individuals with learning disabilities and/or autism
- 'co production'
 - co design

Learning outcome

The learner will:

LO2 be able to empower and enable individuals with learning disabilities and/or autism through co-production and co-design

Assessment criteria

The learner can:

AC2.1 provide meaningful choices to an individual through integrated person-centred care planning

AC2.2 enable an individual to contribute to co-production and co-design of care services

AC2.3 communicate the benefits of co-production and co-design to others

AC2.4 review how co-production co-design has improved service design and quality

AC2.5 identify future training needs when supporting the rights of individuals with learning disabilities and/or autism

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Unit 324

Promoting wellbeing and the rights of individuals with learning disabilities and/or autism

Supporting Information

Evidence requirements

For LO1 evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

LO2, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

LO1 Wellbeing: may include aspects that are:

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

AC1.5 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

AC2.3, AC2.5 Others: could include family, colleagues, friends, advocates, other peer practitioners

Specific reference to current Core Capabilities Frameworks for Supporting People with a Learning Disability and Autistic People.

Suggested supporting resources

<https://www.skillsforhealth.org.uk/>

<https://www.skillsforcare.org.uk/>

<https://www.local.gov.uk/>

<https://www.england.nhs.uk/>

Unit 325

Supporting individuals to develop self-advocacy skills

Unit level:	3
Credit value:	2
GLH:	13
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at learners working in the role which supports individual to self-advocate. The unit will enhance the underpinning knowledge and understand of self-advocacy, including the need for self-advocacy, the learner will support individuals to prepare and develop skills to self-advocate

Learning outcome

The learner will:

LO1 understand the need for self-advocacy

Assessment criteria

The learner can:

AC1.1 define the term "self-advocacy"

AC1.2 outline the history of self-advocacy

AC1.3 explain the effects of institutionalisation on individuals

AC1.4 explain eugenics

AC1.5 describe labels that disabled people experience and their impact

AC1.6 explain the benefits of self-advocacy

AC1.7 explain the social model of disability

Learning outcome

The learner will:

LO2 be able to support individuals to self-advocate

Assessment criteria

The learner can:

AC2.1 use active listening with individuals to understand their perspective

AC2.2 work in ways that respect individuals' choice or viewpoint regardless of own view

AC2.3 establish what individuals wants

- AC2.4 work with an individual to prepare them to self-advocate
 - AC2.5 share information so individuals can make choices
 - AC2.6 maintain boundaries within the self-advocacy relationship
 - AC2.7 support individuals to participate in a meeting
-

Learning outcome

The learner will:

- LO3 be able to support individuals to develop and use their own power

Assessment criteria

The learner can:

- AC3.1 describe what personal power and power imbalance mean in the context of social care
 - AC3.2 describe ways individuals can take power
 - AC3.3 identify barriers that stop individuals from being empowered
 - AC3.4 support individuals to lead the advocacy relationship
 - AC3.5 support an individual to challenge a decision
 - AC3.6 support an individual to challenge stereotypes
-

Learning outcome

The learner will:

- LO4 understand the impact of being able to self-advocate

Assessment criteria

The learner can:

- AC4.1 identify challenges and positive outcomes for individuals who self-advocate
- AC4.2 identify opportunities to promote self-advocacy within own practice
- AC4.3 explain own personal motivation in supporting individuals to self-advocate
- AC4.4 reflect on how supporting individuals to self-advocate has impacted on own practice

Unit 325

Supporting individuals to develop self-advocacy skills

Supporting Information

Evidence requirements

For LO1 and LO4, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2 and LO3, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit 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>
- AC2.3 This should be achieved by using the appropriate communication skills including areas such as non-verbal methods e.g. Makaton, picture boards, digital technology
- 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
- 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, AC3.6 Challenge: this could be either supporting the individual to raise concerns and challenge or doing this or with their permission on their behalf.
- LO3 Power: power and power imbalance: <https://be-human.org.uk/building-personal-power/>

Unit 327

Supporting person-centred thinking and planning in adult care

Level:	3
Credit value:	4
GLH:	25
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at learners who are using person-centred thinking tools and plans to support individuals in identifying and achieving their aspirations and goals. Learners will gain knowledge and skills needed to support the use of strength-based approaches to inform person-centred planning processes.

Learning outcome

The learner will:

LO1 understand the principles of person-centred assessment and care planning

Assessment criteria

The learner can:

AC1.1 explain the beliefs and values on which person-centred thinking and planning is based

AC1.2 explain ways of adopting a holistic approach to assessment and planning of care or support

AC1.3 describe ways of using strength-based approaches to support the individual to lead own assessment planning process

AC1.4 explain the benefits of using person-centred thinking with individuals

Learning outcome

The learner will:

LO2 understand person-centred planning and thinking tools

Assessment criteria

The learner can:

AC2.1 outline current relevant policy, legislation and guidance underpinning person-centred thinking and planning

AC2.2 describe the following person-centred planning tools:
a. maps

- b. paths
- c. stars
- d. one page profile

AC2.3 describe the following person-centred thinking tools:

- a. working/not working
- b. the doughnut
- c. matching staff
- d. relationship circle

AC2.4 explain how the use of person-centred thinking tools can inform which person-centred planning tools are used

AC2.5 explain why person-centred thinking and planning must include wishes, preference and the needs of individuals

Learning outcome

The learner will:

LO3 understand own role in person-centred assessment

Assessment criteria

The learner can:

AC3.1 explain how the assessment and planning process can be adapted to maximise an individual's ownership and control of it.

AC3.2 outline challenges that may be faced in implementing person-centred thinking, planning and reviews

AC3.3 explain how challenges in implementing person-centred thinking, planning and reviews might be overcome

AC3.4 explain how to involve individuals and relevant others in person-centred planning and thinking

Learning outcome

The learner will:

LO4 be able to use a strength-based approach to plan for aspirations and goals of individuals

Assessment criteria

The learner can:

AC4.1 identify with an individual, any relevant others they wish to be involved in the person-centred planning

AC4.2 use a strength-based approach to identify with an individual and others their future aspirations and goals

AC4.3 use appropriate person-centred planning tools to plan the steps needed to achieve chosen future aspirations and goals

AC4.4 record the choices and decisions made throughout the process within the care/support plan

AC4.5 carry out a risk assessment that balances duty of care with rights of an individual

Learning outcome

The learner will:

LO5 be able to monitor and review the person-centred plan

Assessment criteria

The learner can:

AC5.1 agree methods for monitoring a person-centred plan with the individual and relevant others

AC5.2 review the person-centred plan in a timely manner

AC5.3 record the findings of the review

AC5.4 report the findings of the review to relevant others

AC5.5 implement agreed changes to the person-centred plan where relevant

DRAFT

Unit 327

Supporting person-centred thinking and planning in adult care

Supporting Information

Evidence requirements

For LO1, LO2 and LO3: evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO4 and LO5: evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.3, AC1.4, AC2.4, AC3.1, AC3.4, LO4 Individuals refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

AC3.4, AC4.2 Others: may include:

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

Suggested supporting resources

www.skillsforcare.org.uk

www.cqc.org.uk

<https://www.cwp.nhs.uk>

<https://www.learningdisabilities.org.uk>

Unit 328

Knowledge, skills and behaviours expected of a lead adult care worker

Unit level:	3
Credit value:	2
GLH:	17
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop the knowledge and skills required to be a lead adult care worker. The learner can link these to their practice and explore the responsibility to mentor and support other care worker in developing their values and behaviours in their work role

Learning outcome

The learner will:

LO1 understand the behaviours expected of the lead adult care worker

Assessment criteria

The learner can:

AC1.1 describe personal attributes and behaviours expected of all adult care workers

AC1.2 explain differences between the responsibilities of the lead adult care worker from that of an adult care worker

AC1.3 summarise how the lead adult care worker can support the recruitment and induction of new staff

AC1.4 explain the responsibility of a lead adult care worker in promoting care practices that:

- a. are compassionate
- b. are person-centred
- c. are competent
- d. promote dignity
- e. obtain informed consent

AC1.5 describe the lead adult care worker's responsibility for supporting care workers to develop their work practice

AC1.6 outline ways of supporting care workers to produce accurate and effective written and electronic records

AC1.7 summarise the importance of using digital technologies when carrying out own role

AC1.8 identify ways to promote positive resilience towards work for self and colleagues

AC1.9 describe signs and symptoms of stress in self and colleagues

AC1.10 explain actions to take if concerns are raised about the practice of an adult social care worker

- AC1.11 explain how to seek advice in situations that are challenging or unfamiliar
AC1.12 identify sources of information about specific conditions and how these may be relevant to individuals using services
-

Learning outcome

The learner will:

LO2 be able to demonstrate the skills and behaviours expected of a lead adult care worker

Assessment criteria

The learner can:

- AC2.1 lead and mentor colleagues to carry out their role effectively
AC2.2 contribute to the induction process for new adult care workers
AC2.3 model good practice when working with adult care workers
AC2.4 show initiative and leadership skills in practice
AC2.5 support and mentor colleagues in situations that they find challenging
AC2.6 use research to advise colleagues about specific conditions and the implications on work practice

DRAFT

Unit 328

Knowledge, skills and behaviours expected of a lead adult care worker

Supporting Information

Evidence requirements

For knowledge only outcomes: evidence may be produced by answers to written or oral questions, professional discussion, reflections, projects and assignments

Competence: evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

LO1, LO2 Colleagues may include:

- Care workers
- Lead care workers
- Administrative or support staff

LO1, LO2 Specific conditions may include:

- Physical condition
- Personal circumstances
- Mental health and wellbeing

Unit 329

Developing practice leadership skills

Unit level:	3
Credit value:	3
GLH:	16
Assessment type:	Portfolio of evidence
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>

Learning outcome

The learner will:

LO1 understand the role of a practice leader in a service

Assessment criteria

The learner can:

AC1.1 describe how the components of a practice leaders' skills contribute to the effective working of others in a chosen area

AC1.2 describe how practice leaders contribute to supporting:

- a. individuals
 - b. others
- in a chosen area

AC1.3 explain areas of responsibility in which a practice leader can work in own setting

AC1.4 explain how assessing performance and quality of care delivery contributes to individuals' experience

Learning outcome

The learner will:

LO2 be able to coach and mentor others

Assessment criteria

The learner can:

- AC2.1 outline the skills and knowledge needed to coach others
 - AC2.2 outline the skills and knowledge required to mentor others
 - AC2.3 demonstrate mentoring of others in own chosen area
 - AC2.4 demonstrate coaching of others in own chosen area
-

Learning outcome

The learner will:

- LO3 be able to give constructive feedback to others

Assessment criteria

The learner can:

- AC3.1 explain how to give constructive feedback to others in own chosen area
 - AC3.2 demonstrate giving feedback to others in own chosen area
-

Learning outcome

The learner will:

- LO4 be able to reflect on practice

Assessment criteria

The learner can:

- AC4.1 explain the cyclical process of reflection
 - AC4.2 explain the importance of reflective practice in continuously improving the quality of service provided in chosen area
 - AC4.3 reflect on day-to-day work practice
-

Learning outcome

The learner will:

- LO5 be able to review own performance

Assessment criteria

The learner can:

- AC5.1 review own knowledge, understanding and performance against relevant standards
 - AC5.2 use feedback to review own performance and inform development
-

Learning outcome

The learner will:

- LO6 be able to use reflective practice to contribute to personal development
-

Assessment criteria

The learner can:

AC6.1 explain how learning activities have affected practice

AC6.2 demonstrate how reflective practice has contributed to improved ways of working

DRAFT

Unit 329

Developing practice leadership skills

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. The learner does not have to use a specific individual throughout

For LO2, LO3, LO4, LO5 and LO6, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

LO1 Others: may include

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

LO1, LO2, LO3 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 e.g. learning disabilities or autism.

LO2, LO3 Others: may include:

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

AC1.1 Components

- Lead in a specialist area within scope of own role
- Mentoring and coaching others in a specialist area

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

Unit 330

Understanding sensory loss

Unit level:	3
Credit value:	3
GLH:	21
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to provide the learner with introductory knowledge and understanding about sensory loss.

Learning outcome

The learner will:

LO1 understand the factors that impact on an individual with sensory loss

Assessment criteria

The learner can:

AC1.1 analyse how a range of factors can impact on individuals with sensory loss

AC1.2 describe how societal attitudes and beliefs impact on individuals with sensory loss

AC1.3 explain how a range of factors, societal attitudes and beliefs impact on service provision for individuals with sensory loss

Learning outcome

The learner will:

LO2 understand the importance of effective communication for individuals with sensory loss

Assessment criteria

The learner can:

AC2.1 explain methods of communication that might be used by individuals with:

a sight loss

b hearing loss

c deaf blindness

AC2.2 describe how the environment can facilitate effective communication for people with sensory loss

AC2.3 explain how effective communication may have a positive impact on lives on individuals with sensory loss

Learning outcome

The learner will:

LO3 understand the main causes and conditions of sensory loss

Assessment criteria

The learner can:

AC3.1 describe the main causes of sensory loss

AC3.2 define congenital sensory loss and acquired sensory loss

AC3.3 identify the demographic factors that influence the incidence of sensory loss in the population

Learning outcome

The learner will:

LO4 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:

AC4.1 identify the indicators and signs of:

a sight loss

b hearing loss

c deaf blindness

AC4.2 explain actions that should be taken if there are concerns about the onset of sensory loss or changes in sensory status

AC4.3 identify sources of support for those who may be experiencing onset of sensory loss

Unit 330

Understanding sensory loss

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. The learner does not have to use a specific individual throughout

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1 Factors: could include:

- Communication
- Information
- Familiar layouts and routines
- Mobility

AC1.1 – AC1.3 Sensory loss: could include:

- Sight loss
- Hearing loss
- Deaf blindness

Unit 331

Promoting effective communication with individuals experiencing significant sensory loss

Unit level:	3
Credit value:	4
GLH:	30
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is for learners to develop the knowledge and skills required to support individuals who are experiencing significant sensory loss which affects their communication. The learner will demonstrate the ability to support individual to use aids, adaptations and digital technology for communication.

Learning outcome

The learner will:

- LO1 understand methods that can support communication with individuals experiencing significant sensory loss

Assessment criteria

The learner can:

AC1.1 describe specific communication needs experienced by individuals with:

- hearing loss
- sight loss
- deaf blindness

AC1.2 describe the different methods that are used to support communication with individuals experiencing significant sensory loss

AC1.3 identify the characteristics of communication that is not based on formal language systems

Learning outcome

The learner will:

- LO2 be able to support individuals with significant sensory loss to use aids, adaptations and digital technology for communication

Assessment criteria

The learner can:

AC2.1 identify aids, adaptations and digital technology used by an individual experiencing:

- a. hearing loss
- b. sight loss
- c. deaf blindness

AC2.2 support an individual to select appropriate aids, adaptations and digital technology

AC2.3 support an individual to communicate using aids, adaptations and digital technology

AC2.4 support an individual to maintain aids, adaptations and digital technology in good working order

Learning outcome

The learner will:

LO3 be able to support individuals with significant sensory loss to communicate

Assessment criteria

The learner can:

AC3.1 agree with an individual and/or others preferred methods of communication

AC3.2 prepare the environment to facilitate effective communication

AC3.3 use agreed methods of communication with an individual

AC3.4 check the effectiveness of communication with an individual throughout the interaction

Learning outcome

The learner will:

LO4 be able to evaluate the effectiveness of methods of communication

Assessment criteria

The learner can:

AC4.1 evaluate the effectiveness of the use of agreed methods of communication with an individual

AC4.2 reflect on own practice on the use of agreed methods of communication with individuals experiencing significant sensory loss

AC4.3 adapt own practice to meet the needs of individuals experiencing significant sensory loss

Unit 331

Promoting effective communication with individuals experiencing significant sensory loss

Supporting Information

Evidence requirements

LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

LO2, LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Learners will be able to cross-reference some of their evidence from other communication units, however it is important to contextualise evidence to individuals experiencing sensory loss.

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Unit 332

Understanding how to prepare individuals for clinical healthcare activities

Unit level:	3
Credit value:	3
GLH:	24
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is for learners to develop their knowledge of how to prepare individuals for clinical healthcare activities safely.

Learning outcome

The learner will:

- LO1 understand current relevant legislation, policy and practice guidelines when preparing individuals for clinical healthcare activities

Assessment criteria

The learner can:

- AC1.1 summarise current legislation, safe practice guidelines relevant to preparing an individual for different clinical healthcare activities
- AC1.2 identify the clinical healthcare activities that may be undertaken within own role in own setting/service
- AC1.3 describe own role and accountabilities in relation to preparing self prior to undertaking any clinical healthcare activities
- AC1.4 describe own role and accountabilities in relation to preparing individuals for healthcare activities

Learning outcome

The learner will:

- LO2 understand how to prepare for and undertake clinical healthcare activities

Assessment criteria

The learner can:

- AC2.1 explain why individuals may need to undertake the clinical healthcare activities
- AC2.2 outline ways to confirm an individual's identity and obtain valid consent
- AC2.3 explain how to ensure individuals'
a privacy and dignity

b personal beliefs and preferences

c questions about the activity

can be supported when carrying out a clinical healthcare activity

AC2.4 describe the standard precautions for infection prevention and control when carrying out a clinical healthcare activity

AC2.5 define the term 'pre-procedural instructions'

AC2.6 describe actions to take should any challenges or emergencies arise during a clinical healthcare activity

Learning outcome

The learner will

LO3 understand own role in recording and reporting on clinical healthcare activities

Assessment criteria

The learner can:

AC3.1 describe different records which may need to be completed following a clinical healthcare activity in line with policy and guidelines

AC3.2 explain why it is important to report any changes to an individual's condition to the relevant person in a timely manner.

Unit 332

Understanding how to prepare individuals for clinical healthcare activities

Supporting Information

Evidence requirements

For knowledge outcomes evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Examples of clinical healthcare activities may include:

- Undertaking prescribed bandaging and support
- Dressing lesions and wounds
- Supporting an individual with oxygen therapy
- Administering non oral feeding techniques
- Carrying out stoma care
- Carrying out urinary catheter care
- Giving specialist individualised treatments according to the plan of care

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

AC2.2 Valid consent must be in line with current, relevant legal requirements.

AC2.3 Preferences may be based on:

- Beliefs
- Values
- Culture

Unit level:	3
Credit value:	4
GLH:	24
Assessment type:	Portfolio of evidence
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.

Learning outcome

The learner will:

LO1 understand factors that influence behaviour

Assessment criteria

The learner can:

AC1.1 describe environmental factors that can impact on how an individual behaves

AC1.2 describe a range of personal factors that can impact on how an individual behaves

AC1.3 explain what is meant by the term 'learned behaviour'

AC1.4 explain how behaviours may be misinterpreted

AC1.5 evaluate how own behaviour and approaches might impact on the way individuals behave

Learning outcome

The learner will:

LO2 understand behaviour that challenges and the potential effects on working

Assessment criteria

The learner can:

AC2.1 describe behaviours that may be viewed as challenging

AC2.2 describe the effect on others when an individual behaves in a way that challenges

AC2.3 evaluate own responses to behaviour that challenges

AC2.4 explain how person-centred approaches can reduce the potential for behaviour that challenges

AC2.5 explain the difference between proactive and reactive working practices

Learning outcome

The learner will:

- LO3 understand how legislation, frameworks, policies and codes of practice link to positive behaviour support

Assessment criteria

The learner can:

- AC3.1 identify relevant and current legislation, frameworks, policies and codes of practice that relate to promoting positive behaviour
- AC3.2 explain how legislation, frameworks, policies and codes of practice protects individuals in receipt of care:
- a from others whose behaviour may be challenge
 - b from the effects of their own behaviour
- AC3.3 explain what is meant by the term 'restrictive practices'
- AC3.4 explain how legislation, frameworks, policies and codes of practice are reflected in organisational procedures
-

Learning outcome

The learner will:

- LO4 be able to promote positive behaviour

Assessment criteria

The learner can:

- AC4.1 contribute to assessment of risk for an individual in receipt of care whose behaviour challenges
- AC4.2 use agreed ways of working to minimise the likelihood of behaviour that challenges
- AC4.3 encourage an individual in receipt of care to manage their behaviour that challenges
- AC4.4 contribute to an environment that supports positive behaviour
- AC4.5 explain the process for reporting and recording behaviour that challenges
- AC4.6 maintain accurate records relating to behaviour that challenges
- AC4.7 support an individual and others to review positive behaviour plans

Unit 333

Positive behaviour support in adult care

Supporting Information

Evidence requirements

For LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

AC4.7 Positive behaviour plans: may include:

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

Unit 334

Promoting positive behaviour

Unit level:	3
Credit value:	6
GLH:	44
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at learners who are working with incidents of challenging behaviour. The purpose of this unit is to underpin the knowledge, skill and behaviours required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

Learning outcome

The learner will:

LO1 understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

Assessment criteria

The learner can:

AC1.1 explain how current legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice

Learning outcome

The learner will:

LO2 understand the context and use of proactive and reactive strategies

Assessment criteria

The learner can:

AC2.1 explain the difference between proactive and reactive strategies

AC2.2 identify the proactive and reactive strategies

AC2.3 explain the importance of identifying patterns of behaviour or triggers to challenging behaviour

AC2.4 explain the importance of maintaining a person-centred approach when using proactive strategies

AC2.5 explain the importance of reinforcing positive behaviour with individuals

AC2.6 evaluate the impact of using reactive rather than proactive strategies on an individual's wellbeing

Learning outcome

The learner will:

LO3 be able to promote positive behaviour

Assessment criteria

The learner can:

AC3.1 explain a range of factors associated with challenging behaviours

AC3.2 highlight, praise and support positive aspects of an individual's behaviour to reinforce positive behaviour

AC3.3 demonstrate how to model to others best practice in promoting positive behaviour

AC3.4 evaluate the effectiveness of proactive strategies on promoting positive behaviour

Learning outcome

The learner will:

LO4 understand the use of restrictive interventions

Assessment criteria

The learner can:

AC4.1 define restrictive interventions

AC4.2 explain when restrictive interventions may and may not be used

AC4.3 explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour

AC4.4 describe safeguards that must be in place if restrictive interventions are used

AC4.5 explain reporting and recording requirements of incidents where restrictive interventions have been used

Learning outcome

The learner will:

LO5 be able to respond appropriately to incidents of challenging behaviour

Assessment criteria

The learner can:

AC5.1 identify types of challenging behaviours

AC5.2 respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines

AC5.3 explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour

AC5.4 complete records following an incident of challenging behaviour

Learning outcome

The learner will:

LO6 be able to support individuals and others following an incident of challenging behaviour

Assessment criteria

The learner can:

- AC6.1 support an individual to return to a calm state following an incident of challenging behaviour
 - AC6.2 support an individual to reflect on an incident, to include:
 - a. how they were feeling at the time prior to and directly before the incident
 - b. their behaviour
 - c. the consequences of their behaviour
 - d. how they were feeling after the incident
 - AC6.3 describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
 - AC6.4 debrief others involved in an incident of challenging behaviour
 - AC6.5 describe the steps that should be taken to check for injuries following an incident of challenging behaviour
-

Learning outcome

The learner will:

- LO7 be able to review and revise approaches to promoting positive behaviour

Assessment criteria

The learner can:

- AC7.1 work with others to analyse trigger, behaviour and consequences of an incident of challenging behaviour
- AC7.2 work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
- AC7.3 demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour

Unit 334

Promoting positive behaviour

Supporting Information

Evidence requirements

For LO1, LO2 and LO4, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO3 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

For LO6 and LO7, due to the complex nature of the criteria, it is expected that no direct observation will be completed, instead examination of work product with professional discussion or expert witness statement must be included.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

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

Unit 335

Enabling individuals to develop strategies to manage their behaviour

Unit level:	3
Credit value:	8
GLH:	60
Assessment type:	Portfolio of evidence
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.

Learning outcome

The learner will:

- LO1 understand legislation, policies and practice in relation to supporting individuals to manage their behaviour

Assessment criteria

The learner can:

- AC1.1 outline current legislation, policy and practice in relation to supporting individuals to manage their behaviour
- AC1.2 describe the relationship between legislation, policy and practice in relation to supporting individuals to manage their behaviour
- AC1.3 describe the methods and approaches available to help an individual manage their behaviour

Learning outcome

The learner will:

- LO2 understand the factors that influence behaviour

Assessment criteria

The learner can:

- AC2.1 explain how factors relating to individuals can affect behaviour
- AC2.2 describe the possible impact the following can have on an individual's behaviour
- a environment
 - b behaviour of others

Learning outcome

The learner will:

LO3 be able to work with individuals to recognise the impact of their behaviour on others

Assessment criteria

The learner can:

AC3.1 describe why it is important to establish a professional relationship

AC3.2 support an individual and others to recognise their behavioural responses to different situations

AC3.3 encourage an individual to consider the impact of their behaviour

Learning outcome

The learner will:

LO4 be able to support individuals to develop strategies for managing behavioural responses

Assessment criteria

The learner can:

AC4.1 work with an individual to identify and agree the factors which will motivate them to manage their behaviour

AC4.2 explain to an individual the positive outcomes of managing behaviours

AC4.3 support an individual to identify situations and circumstances which trigger specific behavioural responses

AC4.4 explore with an individual ways of coping with situations and circumstances which trigger behaviour they wish to manage

AC4.5 work with an individual to identify and agree strategies

AC4.6 support an individual to develop and practise the agreed strategies

AC4.7 record an individual's agreement and motivation to manage their behaviour

AC4.8 list any potential barriers to progression and ways in which these barriers can be overcome

AC4.9 identify sources of advice and support available for practitioners

Learning outcome

The learner will:

LO5 be able to evaluate and review strategies for managing behavioural responses

Assessment criteria

The learner can:

AC5.1 conduct regular reviews of strategies for managing behavioural responses

AC5.2 assist an individual and others to evaluate the effectiveness of strategies for managing behavioural responses

AC5.3 use the positive outcomes identified through the review process to motivate an individual

AC5.4 give constructive feedback on progress

AC5.5 encourage individuals to find ways in which to sustain the management of their behaviour

AC5.6 record and report on the evaluation and review process

AC5.7 agree actions to be taken

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Unit 335

Enabling individuals to develop strategies to manage their behaviour

Supporting Information

Evidence requirements

For LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO3, LO4 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

AC2.1 Factor may include but not limited to:

- Physical
- Emotional
- Social
- Family
- Pain
- Stress

AC3.2 Others: may include:

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

Unit 336

Supporting individuals to manage their behaviour

Unit level:	3
Credit value:	3
GLH:	22
Assessment type:	Portfolio of evidence
Aim:	The aim 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.

Learning outcome

The learner will:

LO1 understand that behaviour happens for a reason and may be linked to an unmet need

Assessment criteria

The learner can:

AC1.1 explain how unmet need can result in
a behaviour that challenges
b distressed behaviour

AC1.2 analyse the relationship between behaviour that challenges/distressed behaviours and the environment

Learning outcome

The learner will:

LO2 understand potential reasons why individuals may develop behaviour that challenges

Assessment criteria

The learner can:

AC2.1 describe potential **reasons** why individuals develop behaviour that challenges/distressed behaviours

AC2.2 analyse the **factors** that increase the risk of people developing behaviours that challenge

Range

AC2.1 **Reasons:** causes and risks

AC2.2 **Factors** must include

- biological
 - psychosocial
 - environmental
-

Learning outcome

The learner will:

LO3 be able to respond in a trauma informed way

Assessment criteria

The learner can:

AC3.1 explain how trauma may impact on wellbeing and behaviour

AC3.2 outline the principles of trauma informed support

AC3.3 access information relating to an individual which supports a trauma informed response

AC3.4 use trauma informed practice to help an individual to regulate their emotions

AC3.5 enable colleagues to work in a trauma informed way

Learning outcome

The learner will:

LO4 be able to provide a capable environment to meet individual needs

Assessment criteria

The learner can:

AC4.1 describe the components of a capable environment

AC4.2 explain how a capable environment lowers the risk of behaviours that challenge occurring

AC4.3 demonstrate how to make reasonable adjustments to the environment to better meet the needs of an individual

AC4.4 support reflection on the capable environment after behaviours that challenge has occurred

Learning outcome

The learner will:

LO5 be able to use low arousal approaches appropriately

Assessment criteria

The learner can:

AC5.1 describe a range of low arousal approaches

AC5.2 demonstrate the appropriate use of low arousal approaches

AC5.3 support colleagues to use low arousal approaches appropriately

Learning outcome

The learner will:

LO6 understand the appropriate use of restrictive practices

Assessment criteria

The learner can:

AC6.1 outline what is meant by 'restrictive practice'

AC6.2 describe a range of restrictive practices

AC6.3 explain the potential effects of restrictive practice on individuals

AC6.4 describe the legal and national requirements in relation to restrictive practice

AC6.5 describe actions to take if restrictive practice is used inappropriately

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Unit 336

Supporting individuals to manage their behaviour

Supporting Information

Evidence requirements

For LO1, LO2 and LO6, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO3, LO4 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

- AC1.1b Distressed behaviour: Behaviour that has a negative impact on the individual or those around them.
- LO3 Trauma informed way: knowing holistically about the individual: [trauma informed way toolkit](https://www.bild.org.uk/wp-content/uploads/2021/02/Trauma-Informed-Care-Toolkit-pdf-SABP.pdf) (https://www.bild.org.uk/wp-content/uploads/2021/02/Trauma-Informed-Care-Toolkit-pdf-SABP.pdf)
- LO4 Capable environment: environments which support positive outcomes for individuals and reduce behaviours that challenge

Unit 337

Understanding how to support the use of assistive technology in adult care setting/services

Unit level:	3
Credit value:	5
GLH:	35
Assessment type:	Portfolio of evidence
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:

LO1 know technologies available to individuals in health and care settings

Assessment criteria

The learner can:

AC1.1 define the terms 'assistive technology' and 'self-monitoring technology'

AC1.2 state the principles behind 'telehealth' and 'telecare'

AC1.3 describe when it may be appropriate for individuals to use 'telehealth' or 'telecare'

AC1.4 describe the function of a range of technological aids used in health and care settings

AC1.5 explain how technological aids can enhance the services provided for individuals in own area of work

Learning outcome

The learner will:

LO2 understand the use of technological aids with individuals in health and care settings

Assessment criteria

The learner can:

AC2.1 explain why it is important to gain an individual's valid consent before using technological aids

AC2.2 explain how to use a range of technological aids safely according to agreed ways of working and manufacturer's instructions

AC2.3 describe how technological aids can be utilised to promote the well-being of an individual

AC2.4 explain how to encourage active participation of individuals when using technological aids

Learning outcome

The learner will:

LO3 understand how to support individuals using telecare or telehealth systems in health and care settings

Assessment criteria

The learner can:

AC3.1 explain how individuals benefit from the use of telecare and telehealth systems

AC3.2 identify a range of activities an individual may need support with when using a telecare system

AC3.3 identify a range of activities an individual may need support with when using a telehealth system

AC3.4 explain own role in supporting individuals using telecare and telehealth systems

Learning outcome

The learner will:

LO4 understand safe working practices when supporting individuals using technological aids

Assessment criteria

The learner can:

AC4.1 identify safety concerns that may arise for an individual when using a technological aid

AC4.2 describe actions that can be taken to enhance safety of an individual when using a technological aid

AC4.3 explain how to report a safety concern about a technological aid

AC4.4 explain why it is important that technological aids are serviced and maintained in good working order

AC4.5 explain how to maintain confidentiality of information when using technological aids

AC5.3 support colleagues to use low arousal approaches appropriately

Unit 337

Understanding how to support the use of assistive technology in adult care setting/services

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Competence, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

Unit 338

Assisting individuals with specific communication needs

Level:	3
Credit value:	4
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is for learners to develop their knowledge and skills when providing support for individuals with specific communication needs. Learners will consider different communication methods, aids, adaptations and digital technologies that can enhance communication.

Learning outcome

The learner will:

LO1 understand specific communication needs

Assessment criteria

The learner can:

AC1.1 describe what is meant by the term 'specific communication needs'

AC1.2 describe factors that may impact on individuals' ability to communicate

AC1.3 describe how the environment may affect **communication**:

- a. inside the setting/service
- b. outside the setting/service

AC1.4 identify sources of support for addressing specific communication needs

AC1.5 outline when it may be necessary to access information and support

AC1.6 describe potential effects on an individual if their communication needs are unmet

Range

AC1.3 **communication** must cover positive and negative affects

Learning outcome

The learner will:

LO2 understand communication methods, aids adaptations and digital technology available for individuals with specific communication needs

Assessment criteria

The learner can:

AC2.1 describe how the following can support communication for individuals with specific communication needs:

- a. methods
- b. aids
- c. adaptations
- d. digital technology

AC2.2 describe the support individuals may need to use communication methods, aids, adaptations and digital technology

AC2.3 describe the support individuals may need to maintain communication methods, aids, adaptations and digital technology

Learning outcome

The learner will:

LO3 be able to interact with individuals using their preferred means of communication

Assessment criteria

The learner can:

AC3.1 prepare the environment to facilitate effective communication

AC3.2 obtain valid consent from an individual when using digital technology

AC3.3 use agreed ways of communication to interact with an individual with specific communication needs

AC3.4 support effective communication between an individual with specific communication needs and others

AC3.5 adapt own practice to improve communication with an individual with specific communication needs

AC3.6 record information about an individual's specific communication

AC3.7 report any challenges or dilemmas relating to effective communication

Unit 338

Assisting individuals with specific communication needs

Supporting Information

Evidence requirements

For LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO3, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC3.2 Valid consent must be in line with current, relevant legal requirements.

AC3.4 Others may include:

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

Suggested supporting resources

www.skillsforcare.org.uk

www.sense.org.uk

www.age.uk

www.nib.org.uk

www.nid.org.uk

www.nhs.uk/conditions/deafblindness

Unit 339

Undertaking physiological measurements

Unit level:	3
Credit value:	3
GLH:	23
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge and skills of physiological measurements used in their work role. Learners will understand relevant legislation, policy, and good practice for undertaking physiological measurements. Learners will be able to plan for and undertake a range of measurements using appropriate tools. Learners will be able to record these measurements.

Learning outcome

The learner will:

LO1 understand relevant legislation, policy and practice guidelines for undertaking physiological measurements

Assessment criteria

The learner can:

AC1.1 summarise current relevant legislation, organisational guidelines and protocols affecting physiological measurements activities.

AC1.2 identify a range of physiological measurements which may be undertaken within own role

Learning outcome

The learner will:

LO2 understand a range of physiological measurements

Assessment criteria

The learner can:

AC2.1 explain the principles of blood pressure to include:

- blood pressure maintenance
- differentiation between systolic and diastolic blood pressure
- normal parameters of blood pressure
- conditions of high or low blood pressure

AC2.2 explain the principles of body temperature to include:

- a. body temperature maintenance
- b. normal parameters of body temperature
- c. pyrexia, hyper-pyrexia and hypothermia

AC2.3 explain the principles of respiratory rates to include:

- a. normal parameters of respiratory rates
- b. factors affecting respiratory rates in ill and well individuals

AC2.4 explain the principles of pulse rates to include:

- a. normal pulse rates parameters
- b. factors affecting pulse rates – raising or lowering
- c. pulse sites on the body
- d. the requirement for pulse oximetry measurements
- e. analysis and implication of pulse oximetry findings

AC2.5 describe the principles of body mass index (BMI) in relation to weight/ dietary control

AC2.6 summarise the major factors that influence changes in physiological measurements

AC2.7 explain the importance of undertaking physiological measurements

AC2.8 describe how physiological measurements may need to be adapted for an individual

Learning outcome

The learner will:

LO3 be able to prepare to take physiological measurements

Assessment criteria

The learner can:

AC3.1 confirm an individual's identity and obtain valid consent

AC3.2 explain to an individual what physiological measurements will be undertaken and why these are needed

AC3.2 reassure an individual during physiological measurements process

AC3.3 respond to questions and concerns during physiological measurements process

AC3.4 explain help individuals may need before taking their physiological measurements

AC3.5 support individuals to adjust clothing before physiological measurements are taken

AC3.6 ensure all materials and equipment to be used are properly prepared

Learning outcome

The learner will:

LO4 be able to undertake physiological measurements

Assessment criteria

The learner can:

AC4.1 apply standard precautions for infection prevention and control

AC4.2 apply health and safety measures relevant to the procedure and environment

AC4.3 select appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement

AC4.4 monitor the condition of the individual throughout the measurement

AC4.5 respond to any significant changes in the individual's condition

AC4.6 follow the agreed process when unable to obtain or read a physiological measurement

AC4.7 identify any issues outside own responsibility and refer these to other colleagues

Learning outcome

The learner will:

LO5 be able to record and report results of physiological measurements

Assessment criteria

The learner can:

AC5.1 record physiological measurements taken using correct documentation in line with agreed protocols

AC5.2 identify correct actions to be taken when measurements show changes indicating improvement or deterioration of results

AC5.3 demonstrate the correct process for reporting measurements that fall outside of agreed safe levels

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Unit 339

Undertaking physiological measurements

Supporting Information

Evidence requirements

LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

LO3, LO4 and LO5: evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC2.8 Physiological measurements may need to be adapted: for the individual depending on their:

- Size
- Age
- Stage of life
- Specific health condition

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 current, relevant legal requirements.

Unit 340

Supporting positive risk taking for individuals

Unit level:	3
Credit value:	4
GLH:	32
Assessment type:	Portfolio of evidence
Aim:	<p>This unit is aimed at learners who are working with individuals to promote positive risk-taking. Learners will gain an understanding of the importance of risk-taking on everyday life, the importance of having a person-centred approach to risk assessment and the framework which underpins an individual's right to make decisions and take risks. They will also gain an understanding of the duty of care in relation to supporting positive risk-taking.</p> <p>Learners will demonstrate working with the individuals and others to make decisions about risk-taking.</p>

Learning outcome

The learner will:

LO1 understand the importance of risk-taking in everyday life

Assessment criteria

The learner can:

AC1.1 explain why risk is an important part of everyday life

AC1.2 explain why individuals may be discouraged or prevented from taking risks

AC1.3 describe the **links** between risk-taking and responsibility, empowerment and social inclusion

Range

AC1.3 **Links**: all four elements must be included:

- Risk-taking
- Responsibility
- Empowerment
- Social inclusion

Learning outcome

The learner will:

LO2 understand the importance of a positive, person-centred approach to risk-assessment

Assessment criteria

The learner can:

- AC2.1 explain the process of developing a positive, person-centred approach to risk-assessment
 - AC2.2 explain how to apply the principles and methods of a person-centred approach to each of the different stages of risk assessment
 - AC2.3 explain how a service-focused approach to risk-assessment would differ from a person-centred approach
 - AC2.4 identify the consequences for individuals of a service-focused approach to risk assessment
-

Learning outcome

The learner will:

- LO3 understand the framework which underpins an individual's right to make decisions and take risks

Assessment criteria

The learner can:

- AC3.1 identify legislation, national and local policies and guidance which supports an individual's rights to make decisions about their own life
 - AC3.2 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
 - AC3.3 describe how a human rights based approach supports an individual to make decisions and take risks
-

Learning outcome

The learner will:

- LO4 be able to support individuals to make decisions about risks

Assessment criteria

The learner can:

- AC4.1 support individuals to recognise potential risk in different areas of their lives
 - AC4.2 support individuals to balance choices with their own and others' health, safety and wellbeing
 - AC4.3 describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks
 - AC4.4 record all discussions and decisions made when supporting an individual to take risks
-

Learning outcome

The learner will:

- LO5 be able to support individuals to take risks
-

Assessment criteria

The learner can:

AC5.1 complete a risk-assessment with an individual following agreed ways of working

AC5.2 communicate the content of the risk-assessment to relevant others

AC5.3 support an individual to take the risk for which the assessment has been completed

AC5.4 review and revise the risk-assessment with an individual

AC5.5 evaluate with an individual how taking the identified risk has contributed to the individual's wellbeing

Learning outcome

The learner will:

LO6 understand duty of care in relation to supporting positive risk-taking

Assessment criteria

The learner can:

AC6.1 explain how the principle of duty of care can be maintained while supporting individuals to take risks

AC6.2 describe how technology can be used to help reduce the likelihood of harm from risk-taking

AC6.3 describe what action to take if an individual decides to take an unplanned risk that places them or relevant others in immediate or imminent danger

Unit 340

Supporting positive risk taking for individuals

Supporting Information

Evidence requirements

For LO1, LO2, LO3 and LO6, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO4 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

AC2.1 **Person-centred approach:** involves listening, thinking together, coaching, sharing ideas and seeking feedback from the individual, offering choices, right, dignity and promoting independence

AC2.3 must include both service-focused approach and person-centred approach

AC5.2 Relevant others may include:

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

AC6.2 technology may include but not limited to:

- Pressure mat
- Full pendants
- Medication dosing machine
- Medication alarms/apps
- Door sensors
- Camera
- Tablets and smart phones

Unit 341

Supporting individuals during a period of change

Unit level:	3
Credit value:	4
GLH:	29
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at those working within an adult care setting/service. It provides the learner with the knowledge and skills required to support individuals during a period of change.

Learning outcome

The learner will:

LO1 understand reasons for and responses to change for individuals

Assessment criteria

The learner can:

AC1.1 describe types of change that may occur during an individual's life

AC1.2 analyse factors that can make the change process a positive or negative experience for individuals

AC1.3 describe approaches likely to enhance an individual's capacity to manage and experience change positively

Learning outcome

The learner will:

LO2 be able to support individuals to plan how to manage or adapt to change

Assessment criteria

The learner can:

AC2.1 gain valid consent to work with individuals and/or others to identify recent or imminent changes affecting them

AC2.2 support an individual to assess the implications and likely impacts of the change identified through agreed methods of communication

AC2.3 work with an individual and/or others to plan how to adapt to, or manage the change

AC2.4 explain the importance of both practical and emotional support during a time of change

AC2.5 identify and agree roles and responsibilities for supporting a period of change

Learning outcome

The learner will:

LO3 be able to support individuals to manage or adapt to change

Assessment criteria

The learner can:

- AC3.1 carry out agreed role and responsibilities for supporting period of change, in ways that promote active participation
- AC3.2 provide information and advice to support an individual to manage change
- AC3.3 support an individual to express preferences and anxieties when going through change
- AC3.4 adapt support methods to take account of an individual's preferences or anxieties
- AC3.5 describe how and when to seek additional expertise and advice when supporting an individual through change

Learning outcome

The learner will:

LO4 be able to evaluate the support provided to individuals during a period of change

Assessment criteria

The learner can:

- AC4.1 agree with an individual and others how the support provided will be evaluated, and who will be involved
- AC4.2 work with an individual and others to identify positive and negative aspects of a change
- AC4.3 work with an individual and others to evaluate the effectiveness of methods used to support the change process
- AC4.4 record and report on the effectiveness of support for the change process

Unit 341

Supporting individuals during a period of change

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. The learner does not have to use a specific individual throughout

For LO2, LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

AC2.1 Valid consent must be in line with current, relevant legal requirements.

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

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

AC4.4 Record and report – to include digital or manual recording and reporting

Unit 342

Providing support to individuals to continue recommended therapies

Unit level:	3
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	This unit aims to provide learners with the knowledge and skills to support individuals to continue with recommended therapies. The learner will explore reasons why an individual may not wish to continue with a recommended therapy. Learners will demonstrate how to encourage and support individuals to continue recommended therapies and will be able to evaluate the effectiveness of the therapies with individuals and others.

Learning outcome

The learner will:

- LO1 understand the importance of supporting individuals to continue recommended therapies

Assessment criteria

The learner can:

- AC1.1 describe potential health and wellbeing benefits of recommended therapies
AC1.2 identify barriers that prevent individuals from continuing recommended therapies
AC1.3 describe ways of overcoming barriers to continuing with recommended therapies
AC1.4 describe potential consequences for the individuals when a recommended therapy is discontinued

Learning outcome

The learner will:

- LO2 be able to encourage individuals to continue recommended therapies

Assessment criteria

The learner can:

- AC2.1 establish an individual's needs, wishes and preferences in relation to continuing a recommended therapy

AC2.2 enable an individual to access information about the benefits of continuing the recommended therapy

AC2.3 support an individual to raise concerns related to continuing the recommended therapy

AC2.4 motivate individuals to continue the recommended therapy

Learning outcome

The learner will:

LO3 be able to support individuals to continue recommended therapy

Assessment criteria

The learner can:

AC3.1 establish support required from the care/support plan for the recommended therapy

AC3.2 promote active participation during the recommended therapy

AC3.3 acknowledge an individual's comments and concerns raised during the recommended therapy

AC3.4 provide constructive feedback and encouragement to an individual during the recommended therapy

Learning outcome

The learner will:

LO4 be able to monitor, record and report on observations during recommended therapy

Assessment criteria

The learner can:

AC4.1 establish with an individual and others the observations to be made during therapy sessions

AC4.2 carry out agreed observations within scope of own role

AC4.3 record and report agreed observations

Learning outcome

The learner will:

LO5 be able to contribute to evaluation and review of recommended therapies

Assessment criteria

The learner can:

AC5.1 work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided

AC5.2 carry out agreed role to support the evaluation, using observations and feedback from individuals and others

AC5.3 agree changes to therapy sessions or the support provided with others

AC5.4 record agreed actions

Unit 342

Providing support to individuals to continue recommended therapies

Supporting Information

Evidence Requirements

For LO1 , evidence can include assignment tasks, reflective accounts, questioning, professional discussion.

For LO2, LO3, Lo4 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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.

AC4.1 Others: may include:

- Team members
- Other colleagues
- Families
- Informal carers
- Advocates
- Those who commission services

Unit 343

Implementing therapeutic group activities

Unit level:	3
Credit value:	4
GLH:	25
Assessment type:	Portfolio of evidence
Aim:	This unit enables learners to understand the principles of therapeutic group activities and the effect these may have on health and wellbeing. This unit is applicable to a range of settings/services where the aim of the group activity is to promote mental health and wellbeing. The learner will consider how to plan implement and evaluate a therapeutic group activity in agreement with group members.

Learning outcome

The learner will:

LO1 understand the principles of therapeutic group activities

Assessment criteria

The learner can:

- AC1.1 explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and wellbeing
- AC1.2 explain reasons why a group activity rather than one-to-one work may be recommended
- AC1.3 outline theories of group dynamics
- AC1.4 explain the relevance of having an agreed group contract
- AC1.5 explain how digital technology may support group activities

Learning outcome

The learner will:

LO2 be able to plan and prepare for therapeutic group activities

Assessment criteria

The learner can:

- AC2.1 support the group to agree:
 - a. the purpose of the therapeutic group
 - b. specific activities suited to the purpose of the group

- c. the facilitation, monitoring or observations that may be required as part of the group activity

AC2.2 carry out a risk assessment on the planned therapeutic activity

AC2.3 prepare the environment for a therapeutic group activity

AC2.4 prepare equipment or resources needed for a therapeutic group activity

Learning outcome

The learner will:

LO3 be able to support group members during therapeutic group activities

Assessment criteria

The learner can:

AC3.1 support group members to understand the purpose of the proposed activity

AC3.2 support group members during the activity to encourage effective communication, participation and co-operation

AC3.3 support group members according to their level of ability and need

AC3.4 provide direction, praise, reassurance and constructive feedback during the activity

AC3.5 support the group to bring the activity to a safe and timely end

Learning outcome

The learner will:

LO4 be able to contribute to the evaluation of therapeutic group activities

Assessment criteria

The learner can:

AC4.1 support individuals to provide feedback during and after group activities

AC4.2 enable the group to evaluate

a. the activity

b. the therapeutic benefits

AC4.3 report and record on outcomes and any revisions in line with agreed ways of working

Unit 343

Implementing therapeutic group activities

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, LO3, LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1 Therapeutic group activities may include:

- Reminiscence therapy
- Relaxation and anxiety management
- Remedial games
- Health-related group activities
- Art or music therapy
- Wellbeing activities
- Mindfulness
- Meditation
- Exercise
- Forest bathing

AC1.3 Theories of group dynamics may include:

- Tuckman
- Homans
- Newcomb's balance theory

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
- Other colleagues
- Families, carers and advocates
- Other service users

AC4.2 Individuals, group members or others may be involved in establishing the process and criteria for evaluating activities.

Unit 344

Supporting individuals to manage their finances

Unit level:	3
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at learners working within an adult care setting/service. 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.

Learning outcome

The learner will:

LO1 know how to access information and advice about financial affairs

Assessment criteria

The learner can:

AC1.1 identify sources of information and advice about methods and services for managing personal finances

AC1.2 identify sources of information and advice about benefits and allowances

AC1.3 describe the role of others who may be involved in supporting individuals to manage their own finances

AC1.4 describe how and when to access specialist expertise in relation to managing financial affairs

AC1.5 explain how to access advice on safeguarding against financial abuse

Learning outcome

The learner will:

LO2 be able to provide support for individuals to manage their finances

Assessment criteria

The learner can:

AC2.1 identify legislation, codes of practice and agreed ways of working in relation to providing support to manage finances

AC2.2 work with an individual to identify the skills they have for managing their own finances

- AC2.3 identify an individual's preferred methods and services for managing their finances
 - AC2.4 provide support for managing finances in a way that promotes active participation and safeguards the individual
 - AC2.5 contribute to records and reports in relation to finances in line with agreed ways of working
-

Learning outcome

The learner will:

- LO3 be able to contribute to applying for financial assistance

Assessment criteria

The learner can:

- AC3.1 provide support for an individual to check the benefits and allowances they are entitled to
 - AC3.2 contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation
-

Learning outcome

The learner will:

- LO4 be able to contribute to reviewing support for managing finances

Assessment criteria

The learner can:

- AC4.1 agree with an individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
- AC4.2 work with an individual to evaluate methods, services and support for managing finances
- AC4.3 agree with an individual any changes to methods, services and support for managing finances
- AC4.4 provide feedback to an organisation or agency about the effectiveness of financial information or support
- AC4.5 explain the importance of providing feedback to organisations or agencies in relation to their financial services or support

Unit 344

Supporting individuals to manage their finances

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. The learner does not have to use a specific individual throughout

For LO2, LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.3 Others may include:

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

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

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.

AC2.5 Records and reports to include digital and/or manual recording and reporting

Unit 345

Providing information and advice to individuals on improving/maintaining optimum nutritional status

Unit level:	3
Credit value:	5
GLH:	38
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge and skills in providing advice and information to individuals on how to improve/maintain an optimum nutritional status. Learners will understand factors which can affect the nutritional status of individuals. This unit is primarily for learners working in a setting/service which provides focussed improvements for an individual's nutritional status.

Learning outcome

The learner will:

LO1 know factors which can affect the nutritional status of individuals

Assessment criteria

The learner can:

AC1.1 explain how an individual's nutritional status intake can be affected by

- lifestyle
- culture
- socio economic issues
- age
- activity
- psychological state
- illness symptoms

AC1.2 explain the importance of adequate hydration

AC1.3 outline macronutrients and micronutrients that are important for optimal nutritional health

AC1.4 outline anatomy and physiology of the gastrointestinal tract in relation to maintaining optimum nutritional status

Learning outcome

The learner will:

LO2 know how to advise individuals on maintaining optimal nutritional status

Assessment criteria

The learner can:

- AC2.1 identify services and professionals which can support individuals wishing to change their behaviour in relation to nutrition intake
 - AC2.2 identify when advice from a qualified practitioner should be sought
 - AC2.3 outline the components of an ideal nutritional plan
 - AC2.4 describe why specific body measurements may support the development of a nutritional plan for individuals
-

Learning outcome

The learner will:

LO3 be able to obtain specific body measurements from individuals

Assessment criteria

The learner can:

- AC3.1 prepare an environment suitable for confidential discussions and for taking body measurements
 - AC3.2 obtain valid consent from an individual prior to taking body measurements
 - AC3.3 obtain an individual's body measurements in line with agreed ways of working, these to include:
 - a. waist
 - b. height
 - c. weight
 - d. BMI
 - e. other as specified in an individual's plan of care
 - AC3.4 interpret results of measurements against standard measures
-

Learning outcome

The learner will:

LO4 be able to provide individuals with information and advice on improving/maintaining optimum nutritional status

Assessment criteria

The learner can:

- AC4.1 prepare an environment which is suitable for open and confidential discussions
 - AC4.2 explain the nutritional composition of different foods using appropriate language that can be understood by an individual
 - AC4.3 enable an individual to review their eating habits and agree some nutritional objectives
 - AC4.4 provide information to an individual on how to improve/maintain optimum nutritional status
 - AC4.5 maintain records in line with agreed ways of working
 - AC4.6 provide a suitable nutritional plan for an individual
-

Learning outcome

The learner will:

- LO5 be able to support individuals to review their own progress in relation to maintaining optimum nutritional status

Assessment criteria

The learner can:

- AC5.1 support an individual to review their own progress against agreed objectives in maintaining optimum nutritional status
- AC5.2 provide constructive feedback on an individual's progress with the agreed plan
- AC5.3 advise on potential modifications to the nutritional plan consistent with nutritional objectives and in line with agreed ways of working
- AC5.4 advocate the benefits of adhering to the nutritional plan and lifestyle changes in relation to their effect on health
- AC5.5 update records in line with agreed ways of working
- AC5.6 record any further actions to be taken by an individual or/and others

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Unit 345

Providing information and advice to individuals on improving/maintaining optimum nutritional status

Supporting Information

Evidence requirements

LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

LO3, LO4 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC3.2 Valid consent must be in line with current, relevant legal requirements.

Unit 346

Administering oral nutritional products to individuals

Unit level:	3
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	<p>The aim of this unit is to enable learners to develop their understanding and skills when preparing and administering oral nutritional products by using recommended records/protocols. Learners will demonstrate how to maintain product stock levels.</p> <p>This unit is not about providing extended feeding techniques.</p>

Learning outcome

The learner will:

LO1 understand common oral nutritional products

Assessment criteria

The learner can:

AC1.1 identify a range of commonly used oral nutritional products

AC1.2 outline reasons why individuals may require an oral nutritional product

AC1.3 describe the benefits of commonly used oral nutritional products that are relevant to the health of individuals

AC1.4 outline types of information included on the product label

AC1.5 outline current relevant legislation, protocols and practice guidelines related to administering oral nutritional products

Learning outcome

The learner will:

LO2 understand how to manage possible reactions when using nutritional products

Assessment criteria

The learner can:

- AC2.1 describe symptoms of possible adverse reactions to nutritional products
 - AC2.2 outline actions to take if adverse reactions occur
 - AC2.3 explain how to minimise risks when administering oral nutritional products
 - AC3.4 describe reasons why an individual may not wish to take an oral nutritional product
-

Learning outcome

The learner will:

- LO3 be able to prepare for oral administration of nutritional products

Assessment criteria

The learner can:

- AC3.1 refer to an individual's administration record/protocol for directions prior to administering nutritional products
 - AC3.2 apply standard precautions for infection control
 - AC3.3 ensure surface areas are clean and clear
 - AC3.4 select materials, equipment and aids suitable for use in the oral administration of nutritional products
 - AC3.5 confirm the individual's identity and gain valid consent prior to administering oral nutritional products
 - AC3.6 explain the procedure to an individual in a way that is sensitive to their personal beliefs and preferences
 - AC3.7 prepare an individual to receive oral administration of nutritional products
 - AC3.8 prepare nutritional products according to the administration record/protocol and standard hygiene precautions
-

Learning outcome

The learner will:

- LO4 be able to administer oral nutritional products to individuals

Assessment criteria

The learner can:

- AC4.1 administer oral nutritional products to an individual
 - a. according to the specified guidelines
 - b. encourages active participation
 - c. in a way which minimises pain, discomfort and trauma
 - AC4.2 monitor an individual's condition throughout, recognising any adverse effects and taking appropriate action immediately
 - AC4.3 dispose of waste products in line with policy and protocol
 - AC4.4 complete records in line with policy and protocol
-

Learning outcome

The learner will:

- LO5 be able to maintain stock of nutritional products
-

Assessment criteria

The learner can:

AC5.1 monitor and rotate stock levels, reporting any discrepancies to the appropriate person

AC5.2 maintain the correct storage conditions for oral nutritional products

AC5.3 dispose of out-of-date and part-used nutritional products in line with policy and protocol

AC5.4 maintain accurate stock records

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Unit 346

Administering oral nutritional products to individuals

Supporting Information

Evidence requirements

LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO3, LO4 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC3.5 Valid consent must be in line with current, relevant legal requirements.

AC3.6 Preferences may be based on:

- Beliefs
- Values
- Culture

Unit 347

Supporting reablement programmes to maintain and increase functional independence

Unit level:	3
Credit value:	4
GLH:	28
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their understanding of reablement and its relevance in the provision of services. Learners will understand activity programmes available to individuals to support the restoration of functional independence. Learners will demonstrate how to engage and support an individual with reablement.

Learning outcome

The learner will:

LO1 understand current relevant legislation, policies, and guidelines related to reablement programmes

Assessment criteria

The learner can:

AC1.1 outline current relevant legislation policies and guidelines which inform reablement services

AC1.2 describe a range of reablement services currently available to individuals

AC1.3 define the term 'functional independence'

AC1.4 explain how functional independence can be measured

Learning outcome

The learner will:

LO2 understand how reablement services can support individuals to improve functional independence

Assessment criteria

The learner can:

AC2.1 describe the benefits for individuals of functional independence their:

- a. health
- b. wellbeing

AC2.2 describe the potential effects of reduced functional independence on:

- a. individual's physical health
- b. individual's mental wellbeing
- c. others

AC2.4 outline health conditions which may cause a reduction of functional independence

Learning outcome

The learner will:

LO3 understand reablement programmes designed to improve individuals' physical functional independence

Assessment criteria

The learner can:

AC3.1 describe reablement programmes available for individuals whose physical independence is restricted by their health or wellbeing

AC3.2 identify types of equipment and materials which may support individuals who wish to regain/develop physical independence

AC3.3 outline the potential hazards associated with using the equipment and materials

AC3.4 describe potential signs of adverse reactions to mobility and movement programmes

Learning outcome

The learner will:

LO4 be able to assist in implementing reablement activities to improve functional independence

Assessment criteria

The learner can:

AC4.1 explain the reablement activity to the individual and check their understanding

AC4.2 obtain valid consent from an individual for the reablement activity

AC4.3 ensure the environment is appropriate and safe for the reablement activity

AC4.4 carry out reablement activities which fulfil an individual's needs and goals

AC4.5 encourage an individual to practise existing skills during the reablement programme

AC4.6 encourage an individual to practise new skills developed during reablement programme

AC4.7 monitor an individual during and after reablement activities in line with the agreed ways of working

AC4.8 take action if an individual experiences adverse reactions during a reablement activity

Learning outcome

The learner will:

LO5 be able complete records which provide information on an individual's progress with reablement programmes

Assessment criteria

The learner can:

AC5.1 evaluate the reablement activities with

- a. an individual
- b. others

AC5.2 complete records on reablement activities undertaken by an individual in line with current guidelines and agreed ways of working

AC5.3 seek advice and guidance when the reablement activity requires skills beyond own competence

AC5.4 report any adverse reactions to reablement activities

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Unit 347

Supporting reablement programmes to maintain and increase functional independence

Supporting Information

Evidence requirements

For LO1, LO2 and LO3 evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO4 and LO5 evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Functional independence means an individual's ability to undertake a range of activities of daily living which will enable them to live independently

AC4.2 Valid consent must be in line with current, relevant legal requirements.

AC2.2, AC5.3 Others: may include:

- Team members
- Other colleagues
- Families
- Informal carers
- Advocates

Suggested supporting resources

<https://www.nhs.uk/>

<https://www.ageuk.org.uk/>

Unit 348

Enabling individuals to negotiate environments

Unit level:	3
Credit value:	5
GLH:	34
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to provide the learner with the knowledge and understanding that underpins the skills required to support individuals to negotiate familiar and unfamiliar environment within an adult care setting/service. The learner will demonstrate their competency in putting this underpinning knowledge into practice.

Learning outcome

The learner will:

- LO1 understand the factors that may impact on individuals being able to negotiate their environments

Assessment criteria

The learner can:

- AC1.1 analyse how a range of conditions and/or disabilities may impact on individuals being able to negotiate environments
AC1.2 describe potential environmental barriers to individuals negotiating environments
AC1.3 describe how environmental barriers to individuals negotiating environments can be addressed

Learning outcome

The learner will:

- LO2 know how to prepare support for individuals to negotiate environments

Assessment criteria

The learner can:

- AC2.1 explain the scope of own role in supporting individuals to negotiate environments
AC2.2 explain the range of resources that are available to support individuals to negotiate environments

AC2.3 explain how to assess risks associated with individuals negotiating familiar and unfamiliar environments

AC2.4 describe how to work with others to develop a **plan** to support individuals to negotiate environments

Range

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:

LO3 be able to support individuals to negotiate environments

Assessment criteria

The learner can:

AC3.1 agree with an individual activities which require negotiating environments

AC3.2 work with an individual and others to develop a plan to support an individual to negotiate environments

AC3.3 support an individual to negotiate environments following agreed plans

AC3.4 provide information to an individual when negotiating unfamiliar environments

Learning outcome

The learner will:

LO4 be able to evaluate and revise the support provided to individuals to negotiate environments

Assessment criteria

The learner can:

AC4.1 observe and record an individual's ability to negotiate environments

AC4.2 evaluate the success of negotiating environments with an individual and/or others

AC4.3 use records of observations and feedback from an individual and/or others to review the plan to negotiate environments

AC4.4 agree a revised plan with an individual and/or others

AC4.5 evaluate own contribution to supporting an individual to negotiate environments.

Unit 348

Enabling individuals to negotiate environments

Supporting Information

Evidence requirements

For LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. The learner does not have to use a specific individual throughout

For LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

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

AC2.2 Resources could include:

- Other professionals
- Assistive technology / aids

AC4.1 Record to include digital and/or manual recording

Unit 349

Supporting individuals to maintain stoma care

Unit level:	3
Credit value:	4
GLH:	24
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge and skills required to provide care for individuals with a bowel/bladder stoma. This will apply to individuals with new stomas, individuals with established stomas and those unable to manage their own stoma care. services

Learning outcome

The learner will:

- LO1 understand guidelines and ways of working for undertaking assessments for stoma care support

Assessment criteria

The learner can:

- AC1.1 describe agreed ways of working for the assessment of the need for stoma care
AC1.2 explain own responsibilities related to assessment for the need for stoma care

Learning outcome

The learner will:

- LO2 understand the anatomy and physiology relevant to stoma care

Assessment criteria

The learner can:

- AC2.1 define the term 'stoma'
AC2.2 describe the basic anatomy types of stoma, how they are formed formation, the position, and the function
AC2.3 identify reasons why different types of stoma may be formed
AC2.4 describe different stoma abnormalities and actions to take
AC2.5 explain potential consequences of contamination of stoma drainage systems
AC2.6 explain the effects of diet and mobility on stoma function
AC2.7 describe the effects of medication prescribed to maintain stoma function

Learning outcome

The learner will:

LO3 understand the impact on individuals of living with a stoma

Assessment criteria

The learner can:

AC3.1 explain the physical effects on individuals living with a stoma

AC3.2 describe the psychological effects on individuals living with a stoma

AC3.3 describe the social effects on individuals living with a stoma

AC3.4 explain the importance of promoting individuals' independence to manage the stoma

AC3.5 identify sources of support for individuals living with a stoma

AC3.6 describe the importance of follow up support to individuals with a stoma

Learning outcome

The learner will:

LO4 be able to prepare individuals for stoma care

Assessment criteria

The learner can:

AC4.1 confirm an individual's identity and gain valid consent

AC4.2 check that the activity is planned according to an individual's care plan

AC4.3 explain the procedure in a way that is sensitive to the personal beliefs and preferences of an individual

AC4.4 check equipment is fit for purpose when preparing to carry out stoma care

AC4.5 support an individual to adjust their clothing in preparing for stoma care considering their preferences

Learning outcome

The learner will:

LO5 be able to carry out stoma care for individuals

Assessment criteria

The learner can:

AC5.1 apply health and safety measures relevant to the procedure and environment

AC5.2 apply standard precautions for infection prevention and control

AC5.3 agree the level of support required with an individual

AC5.4 provide active support for an individual to manage their own stoma

AC5.5 perform stoma care in line with agreed ways of working

AC5.6 monitor an individual's condition throughout the stoma care

AC5.7 give an individual the opportunity to dispose of their own used stoma care equipment

AC5.8 dispose of equipment and materials in line with agreed ways of working

Learning outcome

The learner will:

LO6 be able to monitor individuals following stoma care

Assessment criteria

The learner can:

AC6.1 report on an individual's pattern of stoma function

AC6.2 record the outcomes of stoma care activity in line with agreed ways of working

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Unit 349

Supporting individuals to maintain stoma care

Supporting Information

Evidence requirements

LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

LO4, LO5 and LO6, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

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

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

AC4.1 Valid consent must be in line with current, relevant legal requirements.

Unit 350

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

Unit level:	3
Credit value:	4
GLH:	26
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop the knowledge and skills required to support urinary continence care for individuals. This will include support for incontinence management and safe catheter care; and monitoring the individual

Learning outcome

The learner will:

- LO1 understand own role and responsibilities when supporting individuals to manage continence

Assessment criteria

The learner can:

- AC1.1 describe agreed ways of working which support the management of continence for individuals
- AC1.2 explain the importance of effective communication to ensure individuals' personal beliefs and preferences are met when promoting continence
- AC1.3 describe information that should be given to individuals about catheter care
- AC1.4 identify boundaries of own role in relation to supporting individuals to manage continence
- AC1.5 summarise reasons for maintaining professional boundaries when supporting individuals to manage continence
- AC1.6 describe infection control measures required when supporting individuals to manage their continence
- AC1.7 explain the importance of reporting concerns about changes in an individual's health to the appropriate person

Learning outcome

The learner will:

LO2 understand normal and abnormal urinary function

Assessment criteria

The learner can:

AC2.1 describe the anatomy and physiology of the male and female upper and lower urinary systems

AC2.2 describe the normal characteristics of urine

AC2.3 define the terms

- a. urinary continence
- b. urinary incontinence

AC2.4 describe different types of incontinence which may be experienced by individuals

AC2.5 explain possible reasons for incontinence

AC2.6 identify the range of services and support available to individuals who have urinary incontinence

Learning outcome

The learner will:

LO3 understand urinary catheterisation

Assessment criteria

The learner can:

AC3.1 explain the difference between urethral and suprapubic catheterisation

AC3.2 describe reasons why urethral and suprapubic catheterisation maybe required for males and females

AC3.3 identify equipment and materials used in urinary care/catheterisation

AC3.4 describe how to report failure and/or malfunction of the equipment/materials in line with agreed ways of working

AC3.5 identify complications associated with

- a. urethral catheters
- b. suprapubic catheters
- c. indwelling catheters

AC3.6 describe the actions that should be taken when complications associated with urethral and suprapubic indwelling catheters are identified

Learning outcome

The learner will:

LO4 be able to promote continence with individuals

Assessment criteria

The learner can:

AC4.1 advise an individual on the support required to manage continence

AC4.2 encourage an individual to follow toileting schedules according to their plan of care

AC4.3 support an individual to use and replace continence aids

AC4.4 encourage an individual to dispose of waste materials and clean equipment in line with agreed ways of working

AC4.5 review continence activity in line with agreed ways of working

Learning outcome

The learner will:

LO5 be able to prepare, support and/or carry out urinary catheter care for individuals

Assessment criteria

The learner can:

AC5.1 confirm an individual's identity

AC5.2 explain the activity to an individual and check understanding

AC5.3 agree support required with an individual and gain valid consent

AC5.4 apply standard precautions for infection prevention and control, and health and safety measures

AC5.5 support an individual to position themselves ensuring their comfort and dignity

AC5.6 encourage active participation throughout the activity

AC5.7 support an individual to carry out catheter-care activity taking into account their personal beliefs and preferences

AC5.8 support an individual to maintain the cleanliness of the meatus

AC5.9 support an individual to use catheter care equipment and/or materials in line with manufacturer's guidelines and agreed ways of working

Learning outcome

The learner will:

LO6 be able to monitor individuals following the removal of urinary catheters

Assessment criteria

The learner can:

AC6.1 assist with the removal the urethral catheter in accordance with agreed ways of working

AC6.2 monitor an individual for adverse effects or complications following the removal of the catheter

AC6.3 advise an individual on the importance of noting when they start passing urine

AC6.4 explain the signs and symptoms of urine retention and the importance of reporting this without delay to an individual

AC6.5 monitor and report an individual's urinary output over a period of time in line with agreed ways of working

Unit 350

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

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Competence, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

AC4.4 Waste materials: Urine, continence aids

AC5.3 Valid consent must be in line with current, relevant legal requirements.

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

Unit 351

Supporting individuals accessing housing and accommodation services

Unit level:	3
Credit value:	4
GLH:	31
Assessment type:	Portfolio of evidence
Unit aim:	The aim of this unit is for learners to develop their knowledge and understanding when supporting an individual accessing housing and accommodation services. The learner will demonstrate how to enable an individual to apply for and maintain their housing or accommodation contract.

Learning outcome

The learner will:

LO1 understand support available for individuals to access housing and accommodation services

Assessment criteria

The learner can:

AC1.1 describe different **types** of housing and accommodation for individuals

AC1.2 identify sources of funding and benefits that are available for housing and accommodation services

AC1.3 outline current, relevant legislation and guidelines for individuals requiring support with housing and accommodation

AC1.4 identify sources of information and advice about housing and accommodation

Range

AC1.1 **types** must include

- shared accommodation
- independent accommodation
- supported accommodation

Learning outcome

The learner will:

LO2 understand reasons why individuals may need support for housing and accommodation services

Assessment criteria

The learner can:

AC2.1 explain reasons why individuals may need support with housing and accommodation

AC2.2 explain own role in assisting individuals with housing and accommodation

AC2.3 describe how a strength-based approach can support the assessment of an individual's housing and accommodation needs

Learning outcome

The learner will:

LO3 be able to work with individuals in accessing housing and accommodation services

Assessment criteria

The learner can:

AC3.1 work with an individual to identify accommodation requirements

AC3.2 work with an individual to identify the accommodation services that can meet their needs

AC3.3 support an individual to understand requirements that may be made by housing and accommodation services

AC3.4 enable an individual to submit and monitor progress of an application for housing and accommodation using digital technology

AC3.5 support an individual to prepare for meetings with housing and accommodation services

AC3.6 enable an individual to provide accurate and complete information that expresses their requirements and preferences

AC3.7 enable an individual to understand outcomes of decisions made by housing and accommodation services

AC3.8 challenge decisions made by accessing housing and accommodation services

Learning outcome

The learner will:

LO4 be able to support individuals to maintain their housing or accommodation contract

Assessment criteria

The learner can:

AC4.1 support an individual to maintain contact with housing and accommodation services

AC4.2 enable an individual to engage with their responsibilities in maintaining their housing or accommodation

AC4.3 support an individual to raise or respond to concerns about the housing or accommodation arrangements

AC4.4 report and record concerns raised by the

a. individual

b. housing and accommodation service

Unit 351

Supporting individuals accessing housing and accommodation services

Supporting Information

Evidence requirements

For LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC4.4: **Record and report** may include digital or manual recording and reporting

Unit 352

Understanding physical disability

Unit level:	3
Credit value:	3
GLH:	22
Assessment type:	Portfolio of evidence
Aim:	<p>This knowledge only unit aims enables the learner to understand different types of physical disability and the impact that the disability and societal attitudes can have on life choices.</p> <p>Learners will explore current, relevant legislation which protects the rights of individuals. They will consider how positive representations of disability affect society's views and consider ways of challenging discriminatory or prejudicial behaviours. Learners will explore how unconscious bias may influence attitudes and behaviours.</p> <p>Learners will understand the importance of adopting a person-centred, strengths-based approach to supporting individuals with physical disabilities and how these ways of working are informed by different models of disability.</p> <p>The concepts of inclusion.</p>

Learning outcome

The learner will:

LO1 understand the concept of physical disability

Assessment criteria

The learner can:

AC1.1 outline the meaning of the term physical disability

AC1.2 describe what is meant by the terms:

- congenital disability
- acquired disability
- neurological and progressive disability

Learning outcome

The learner will:

LO2 understand the potential impact of living with a physical disability

Assessment criteria

The learner can:

- AC2.1 describe barriers that may have a disabling effect on individuals with a physical disability:
 - a. environmental
 - b. social
 - c. emotional
 - AC2.2 explain the impacts a physical disability may have on an individual's life choices
 - a. positive
 - b. negative
 - AC2.3 explain how current relevant legislation protects the rights of individuals with physical disabilities
 - AC2.4 explain how positive representations of physical disability can influence society's perception of disability
-

Learning outcome

The learner will:

- LO3 understand person-centred and strengths-based approaches to working with individuals who have physical disabilities

Assessment criteria

The learner can:

- AC3.1 analyse how the following models can support person-centred or strengths-based approaches
 - a. social model of disability
 - b. identity model of disability
 - AC3.2 explain the benefit of a person-centred approach to assessment of need for individuals with physical disabilities
 - AC3.3 explain how focussing on an individual's strengths and abilities rather than their disability can help to promote positive outcomes
-

Learning outcome

The learner will:

- LO4 understand how to promote inclusion and independence for individuals with physical disabilities

Assessment criteria

The learner can:

- AC4.1 describe ways to promote the following for individuals with physical disabilities:
 - a. inclusion
 - b. independence
- AC4.2 explain ways of ensuring individuals have control of choices and decisions about their care

AC4.3 explain how to encourage an individual with physical disabilities to take positive risks whilst maintaining safety

AC4.4 describe strategies for challenging:

- a. stereotypical views
- b. prejudicial or discriminatory attitudes
- c. unconscious bias

AC4.5 reflect on own attitudes about physical disabilities in relation to:

- a. stereotypical views
- b. prejudicial or discriminatory views
- c. unconscious bias

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Unit 352

Understanding physical disability

Supporting Information

Evidence requirements

For all learning outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC2.1 environmental barriers may be inside or outside

AC2.2 life choices may include

- Education
- Housing
- Employment
- Cultural/leisure activities
- Mobility
- Sexuality/relationships

AC2.4 positive representations may include:

- Social media
- Tv/films
- Sport
- News
- Literature
- Workplace
- Motivational speakers

LO3 strengths-based approaches (sometimes called asset-based). Focus is on the strengths and abilities of an individual in areas such as personal skills/abilities, social support and community resources. It emphasises the need to work collaboratively with an individual.

Suggested supporting resources

<https://disabilityunion.co.uk/>

<https://www.scope.org.uk/>

<https://www.sense.org.uk/>

<https://www.rnib.org.uk/>

<https://rnid.org.uk/>

<https://www.stroke.org.uk/>

<https://www.parkinsons.org.uk/>

<https://limbless-association.org/>

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Unit 353

Supporting individuals with multiple conditions and/or disabilities

Unit level:	3
Credit value:	3
GLH:	25
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge and skills required to support individuals with multiple conditions and/or disabilities.

Learning outcome

The learner will:

LO1 understand the impact of multiple conditions and/or disabilities on individuals

Assessment criteria

The learner can:

AC1.1 describe what is meant by the terminology

- a. multiple conditions
- b. multiple disabilities

AC1.2 explain how multiple conditions and/or disabilities can impact on individuals' opportunities and ability to participate in a range of activities

Learning outcome

The learner will:

LO2 understand own role in supporting individuals with multiple conditions and/or disabilities

Assessment criteria

The learner can:

AC2.1 summarise own role in supporting the health and wellbeing of individuals with multiple conditions and/or disabilities

AC2.2 explain actions to take when an individual's needs are beyond the scope of own role and responsibilities

Learning outcome

The learner will:

LO3 understand support available for individuals with multiple conditions and/or disabilities

Assessment criteria

The learner can:

AC3.1 identify different professionals and specialist services that may provide support to individuals with multiple conditions and/or disabilities

AC3.2 explain the range of resources and equipment available to support the additional needs of individuals with multiple conditions and/or disabilities

AC3.3 explain the importance of a range of informal networks in supporting individuals with multiple conditions, or disabilities

Learning outcome

The learner will:

LO4 be able to assist individuals with multiple conditions and/or disabilities with their lifestyle choices

Assessment criteria

The learner can:

AC4.1 support an individual to foster their own needs and preferences

AC4.2 use resources and specialist equipment required to support an individual to engage in activities

AC4.3 actively support an individual to engage in activities that meet their lifestyle needs and preferences

Learning outcome

The learner will:

LO5 be able to evaluate the support provided to an individual to engage in activities

Assessment criteria

The learner can:

AC5.1 review with an individual and/or others, how well activities meet identified needs and preferences

AC5.2 reflect on own support to an individual to engage in activities

AC5.3 inform an individual of any additional advice, guidance or support and how this can be accessed

AC5.4 adapt own practice to support the needs of an individual

Unit 353

Supporting individuals with multiple conditions and/or disabilities

Supporting Information

Evidence requirements

LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

LO4 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1, AC1.2 multiple conditions and/or disabilities could include a combination of factors relating to:

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

AC1.2 activities could include:

- Education
- Employment
- Leisure activities
- Social activities
- Household or domestic tasks

AC2.1 wellbeing could include:

- Emotional
- Psychological
- Physical

AC3.3 informal networks could include:

- Family
- Friends
- Neighbours
- Special interest groups

Unit 354

Supporting individuals with a learning disability to access healthcare

Unit level:	3
Credit value:	3
GLH:	22
Assessment type:	Portfolio of evidence
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.

Learning outcome

The learner will:

- LO1 understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare

Assessment criteria

The learner can:

- AC1.1 describe what is meant by a rights based approach to accessing healthcare
AC1.2 outline current legislation that exists to support a rights based approach
AC1.3 explain the requirements of current legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision
AC1.4 explain how to support an individual to give informed consent in line with legislation, policies or guidance
AC1.5 explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities

Learning outcome

The learner will:

- LO2 understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with learning disabilities

Assessment criteria

The learner can:

- AC2.1 explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities
 - AC2.2 explain the range of health checks available to individuals to support good health and wellbeing
 - AC2.3 explain the importance of routine healthcare checks
 - AC2.4 describe the use of digital technology in accessing regular health checks
-

Learning outcome

The learner will:

- LO3 be able to complete and review plans for healthcare

Assessment criteria

The learner can:

- AC3.1 identify those involved in the process of completing and reviewing plans for healthcare
 - AC3.2 complete plans for healthcare with an individual and appropriate others
 - AC3.3 review plans for healthcare with an individual and appropriate others
-

Learning outcome

The learner will:

- LO4 understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services

Assessment criteria

The learner can:

- AC4.1 explain why an individual with learning disabilities may face additional barriers when accessing healthcare services
 - AC4.2 describe barriers to accessing healthcare services that an individual with learning disabilities may experience
 - AC4.3 explain ways to overcome barriers to accessing healthcare services
-

Learning outcome

The learner will:

- LO5 be able to support an individual with learning disabilities when accessing a variety of healthcare services

Assessment criteria

The learner can:

- AC5.1 identify an individual's needs to healthcare professionals to ensure that the service can be accessed
 - AC5.2 use a person-centred approach to support an individual to access healthcare services
-

AC5.3 provide accessible information related to healthcare to individuals and appropriate others

AC5.4 work with others when supporting an individual to access healthcare services

AC5.5 support individuals in a range of practical healthcare situations

AC5.6 support an individual to make safe choices regarding treatments and medication

AC5.7 record details of a healthcare visit in a format that an individual with learning disabilities can understand

DRAFT

Unit 354

Supporting individuals with a learning disability to access healthcare

Supporting Information

Evidence requirements

For LO1, LO2 and LO4, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO3 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.5 Healthcare services may include:

- Primary healthcare services
- Acute healthcare services
- Specialist healthcare services
- Community healthcare services
- Mental health services

AC2.1 Plans for healthcare: In England this refers to/should include Health Action Plans and/or health passports

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

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 355

Supporting individuals with self-directed support

Unit level:	3
Credit value:	5
GLH:	35
Assessment type:	Portfolio of evidence
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.

Learning outcome

The learner will:

LO1 understand self-directed support

Assessment criteria

The learner can:

AC1.1 explain the principles underpinning self-directed support and how this differs from traditional support

AC1.2 explain the benefits of an individual having self-directed support

AC1.3 explain how current legislation and agreed ways of working underpin self-directed support

AC1.4 explain what the following terms mean:

- indicative allocation
- supported self-assessment
- support plan
- outcome focused review

AC1.5 outline the possible barriers to self-directed support

Learning outcome

The learner will:

LO2 understand how to support individuals to direct their own support and develop their support plan

Assessment criteria

The learner can:

- AC2.1 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
 - AC2.2 explain how individuals can direct their own support if they do not have a personal budget
 - AC2.3 explain how person-centred planning can be used to inform a support plan
 - AC2.4 explain the roles of others who can assist individuals in developing their support plan
 - AC2.5 describe different ways that individuals can develop a support plan
 - AC2.6 describe what might be included in the costings for a support plan
-

Learning outcome

The learner will:

- LO3 understand the different ways that individuals can use their personal budget

Assessment criteria

The learner can:

- AC3.1 explain the different ways that individuals can use their personal budget to buy support
 - AC3.2 research ways that individuals can spend their personal budget other than buying social care services
 - AC3.3 explain what restrictions may be imposed on personal budgets
 - AC3.4 describe the criteria that are used to sign off a support plan
 - AC3.5 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:

- LO4 be able to support individuals to direct their support

Assessment criteria

The learner can:

- AC4.1 support an individual to express what is important to them in how they want to be supported in the future
 - AC4.2 use person-centred thinking tools to support an individual to have maximum choice and control in their life
 - AC4.3 use person-centred thinking tools to support an individual to develop their support plan
 - AC4.4 support an individual to identify any others who could work with them to develop their support plan
-

Learning outcome

The learner will:

- LO5 be able to support individuals to use their personal budget in different ways

Assessment criteria

The learner can:

- AC5.1 support an individual to understand the different ways they could develop their support plan
 - AC5.2 support an individual to understand what restrictions may be imposed on their personal budget
 - AC5.3 support an individual to think about different options for spending their personal budget
 - AC5.4 demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget
-

Learning outcome

The learner will:

- LO6 be able to support individuals with an outcome-focused review

Assessment criteria

The learner can:

- AC6.1 explain the process of an outcome-focused review
- AC6.2 support an individual to prepare for an outcome-focused review
- AC6.3 support an individual to be at the centre of the review process

DRAFT

Unit 355

Supporting individuals with self-directed support

Supporting Information

Evidence requirements

For LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO4, LO5 and LO6, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1 Self-directed support: puts the person in need of support in control of that support

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.

AC4.2 Person-centred thinking tools may include but not limited to:

- 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

Unit 357

Understanding long-term health conditions and frailty

Unit level:	3
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge of long term health conditions and frailty and how these may affect individuals across the lifespan.

Learning outcome

The learner will:

LO1 understand frailty and the impact of this on individuals

Assessment criteria

The learner can:

AC1.1 explain what is meant by the term 'frailty'

AC1.2 describe how to assess frailty in individuals

AC1.3 explain how frailty may impact on the lives of

- older individuals
- younger individuals
- others

AC1.4 describe how the frailty of individuals may impact on their care and support needs

Learning outcome

The learner will:

LO2 understand long-term health conditions

Assessment criteria

The learner can:

AC2.1 explain common long-term health conditions within own area of work

AC2.2 describe how common long-term health conditions can be managed to minimise limitations on an individual's lifestyle

AC2.3 describe factors increasing an individual's risk of developing a long-term health condition

AC2.4 define the term 'co-morbidity'

- AC2.5 describe how co-morbidities can impact on the quality of life of an individual and others
 - AC2.6 describe how considerations of a long-term health condition relates to end of life care
 - AC2.7 explain the psychological impact on individuals living with a long-term health condition
 - AC2.8 describe how advanced care planning considerations can support individuals with a long-term health condition
-

Learning outcome

The learner will:

- LO3 understand how to support individuals with long-term health conditions including frailty

Assessment criteria

The learner can:

- AC3.1 explain how a person-centred approach enables individuals and others to make decisions about care and support
- AC3.2 describe sources of support available for individuals and others in managing the effects of a long-term health condition including frailty
- AC3.3 explain ways to support an individual who is experiencing increasing frailty
- AC3.4 explain why it is important to differentiate a reversible illness from an individual's long-term health condition
- AC3.5 describe how to recognise if an individual's condition is deteriorating
- AC3.6 outline the actions to take if an individual's condition is deteriorating

Supporting Information**Evidence requirements**

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC2.5, AC3.1 Others: may include:

- Team members
- Other colleagues
- Families
- Informal carers
- Advocates

AC3.4 Reversible illness may include:

- Infection e.g. chest, urinary tract
- Anaemia
- Fluid retention
- Constipation

Unit 358

Understanding the process and experience of dementia

Unit level:	3
Credit value:	3
GLH:	22
Assessment type:	Portfolio of evidence
Aim:	This unit provides the learner with the knowledge of the neurology of dementia which will support their understanding of how individuals may experience dementia.

Learning outcome

The learner will:

LO1 understand the neurology of dementia

Assessment criteria

The learner can:

AC1.1 describe a range of causes of dementia syndrome

AC1.2 describe the types of memory impairment commonly associated with individuals who are experiencing dementia

AC1.3 explain the way that individuals experiencing dementia process information in relation to their abilities and limitations

AC1.4 explain how other factors can cause changes in an individual's condition that may not be attributable to dementia

AC1.5 explain why the abilities and needs of an individual experiencing dementia may fluctuate

Learning outcome

The learner will:

LO2 understand the impact of recognition and diagnosis of dementia

Assessment criteria

The learner can:

AC2.1 describe the impact of early diagnosis and follow-up to diagnosis

AC2.2 explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working

AC2.3 explain the process of reporting possible signs of dementia within agreed ways of working

AC2.4 describe the possible impact of receiving a diagnosis of dementia on:

- a. an individual
- b. their family and friends

Learning outcome

The learner will:

LO3 understand how dementia care must be underpinned by a person-centred approach

Assessment criteria

The learner can:

AC3.1 compare a person-centred and a non person-centred approach to dementia care

AC3.2 describe a range of different techniques that can be used to meet the fluctuating abilities and needs of an individual experiencing dementia

AC3.3 describe how myths and stereotypes related to dementia may affect an individual and their carers

AC3.4 describe ways in which individuals and carers can be supported to overcome their fears

Unit 358

Understanding the process and experience of dementia

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

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Unit 359

Understanding the impact of acquired brain injury on individuals

Unit level:	3
Credit value:	3
GLH:	25
Assessment type:	Portfolio of evidence
Aim:	<p>The aim of this unit is to enable learners to understand the nature of acquired brain injury, including potential causes. The learner will consider ways that communication may be affected by an acquired brain injury and how personality changes may occur.</p> <p>The learner will explore the impact of an acquired brain injury on the individual and others.</p>

Learning outcome

The learner will:

LO1 understand acquired brain injury

Assessment criteria

The learner can:

AC1.1 define the term 'acquired brain injury'

AC1.2 describe causes of acquired brain injury

AC1.3 explain the difference between a traumatic brain injury and other forms of acquired brain injury

Learning outcome

The learner will:

LO2 understand the impact on individuals of acquired brain injury

Assessment criteria

The learner can:

AC2.1 describe the effects of acquired brain injury on individuals:

- short-term
- long-term

AC2.3 describe the concept of loss which may be experienced by individuals with acquired brain injury and others

Learning outcome

The learner will:

LO3 understand the specific communication needs of individuals with acquired brain injury

Assessment criteria

The learner can:

AC3.1 outline the meaning of the terms

- a. dysphasia
- b. dysarthria
- c. aphasia

AC3.2 describe the effects of the following on communication

- a. dysphasia
- b. dysarthria
- c. aphasia

AC3.3 explain possible challenges when supporting individuals who is non-verbal due to acquired brain injury

AC3.4 describe the following communication tools for individuals with acquired brain injury:

- a. digital technology
- b. speech and language therapy
- c. assistive tools
- d. adapting communication methods

AC3.5 evaluate the following in relation to acquired brain injury:

- a. intervention strategies that support communication
 - b. assistive tools that support communication
 - c. use of digital technology
-

Learning outcome

The learner will:

LO4 understand the potential impact that personality changes from acquired brain injury may have on individuals and others

Assessment criteria

The learner can:

AC4.1 describe the potential impact of personality changes on an individual

AC4.2 describe the potential impact of personality changes on those caring for an individual

AC4.3 explain how lack of self-awareness/insight may affect an individual

AC4.4 explain the skills needed to support an individual and family/carers to come to terms with personality changes

Learning outcome

The learner will:

LO5 understand the impact of behaviour that challenges

Assessment criteria

The learner can:

AC5.1 describe behaviours considered challenging

- a. individual
- b. others

AC5.2 evaluate own attitudes, values and skills needed when supporting individuals to manage their behaviour

AC5.3 describe how to manage risks from behaviour that challenges an individual or others

AC5.4 explain the process for reporting, recording and referring behaviour that challenges an individual or others

DRAFT

Unit 359

Understanding the impact of acquired brain injury on individuals

Supporting Information

Evidence requirements

For all learning outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC2.1 effects may include:

- Physical
- Emotional
- Cognitive
- Behavioural

AC2.3 Concepts of loss may include: models of bereavement e.g. Kubler-Ross, Warden, Murray-Parkes

AC4.1 Personality changes:

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

AC2.2, AC4.2, AC5.4, 4. Others include:

- Spouse/partner
- Child
- Parent
- Sibling
- Friend
- Colleagues
- Other professionals

AC5.3 Actions required to manage risk, e.g.

- Policies/procedures
- Supervision
- Support from colleagues
- Make a risk assessment
- Risk management plan
- Environmental changes

Unit level:	3
Credit value:	4
GLH:	36
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge of the relevance of legislation, policies and guidelines in stroke care management. Learners will be able to explore the effects of a stroke on an individual how a person-centred approach may support stroke care management.

Learning outcome

The learner will:

LO1 understand how legislation, policy and guidance supports stroke care

Assessment criteria

The learner can:

AC1.1 summarise current relevant legislation, policy and guidance related to supporting individuals with stroke

AC1.2 describe current guidelines in the initial care of individuals who have had a stroke

AC1.3 describe how an individual could be encouraged to review their lifestyle to promote positive changes to own health and wellbeing, following a stroke or transient ischaemic attack (TIA)

AC1.4 describe the potential implications on mental capacity for an individual following a stroke

Learning outcome

The learner will:

LO2 understand physiological changes that may affect individuals following a stroke

Assessment criteria

The learner can:

AC2.1 describe basic changes in brain physiology of an individual affected by a stroke

AC2.2 describe the potential physical effects of stroke on an individual

AC2.3 describe possible effects of stroke on sensory ability

AC2.4 analyse the fluctuating nature of effects of stroke on an individual

Learning outcome

The learner will:

LO3 understand the associated complications for individuals following a stroke

Assessment criteria

The learner can:

AC3.1 explain the psychological and emotional effects on an individual following a stroke

AC3.2 describe possible cognitive needs of an individual with stroke

AC3.3 describe potential health needs that may be associated with stroke

Learning outcome

The learner will:

LO4 understand the importance of a person-centred approach in stroke care management

Assessment criteria

The learner can:

AC4.1 explain how person-centred values influence all aspects of stroke care management

AC4.2 explain how working in partnership with others supports stroke care management

AC4.3 describe the importance of working in ways that promote active participation in stroke care management

Learning outcome

The learner will:

LO5 understand specific communication factors affecting individuals following a stroke

Assessment criteria

The learner can:

AC5.1 explain possible effects of a stroke on the ability to communicate

AC5.2 describe common communication methods and aids to support individuals affected by a stroke

AC5.3 explain methods of facilitating communication using supported conversation techniques

AC5.4 describe pre-existing illnesses or disabilities needing consideration when assessing an individual's communication ability

AC5.5 describe effects on individuals' sense of self when experiencing communication difficulties

AC5.6 identify additional agencies and resources which may provide support with communication

Learning outcome

The learner will:

LO6 understand the impact of a stroke on daily living

Assessment criteria

The learner can:

AC6.1 describe the implication of a stroke on an individual's lifestyle

AC6.2 explain the activities to promote recovery and develop independence

AC6.3 explain the impact a stroke may have on swallowing and nutrition

AC6.4 explain the importance of different therapies to support and promote maximum recovery

AC6.5 identify the hinderances of stroke rehabilitation

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Supporting Information**Evidence requirements**

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Lifestyle includes:

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

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

AC3.3 Health needs:

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

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

AC5.2 Aids may include:

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

Unit 361

Diabetes awareness

Unit level:	3
Credit value:	3
GLH:	24
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge of diabetes and associated health implications. Learners will know different types of diabetes, their causes and treatment options. Learners will understand how a person-centred approach can support an individual to manage diabetes.

Learning outcome

The learner will:

LO1 understand common types, causes and treatments of diabetes

Assessment criteria

The learner can:

AC1.1 define the term diabetes

AC1.2 outline the features of

- a. type 1 diabetes
- b. type 2 diabetes
- c. gestational diabetes
- d. pre-diabetes

AC1.3 identify causes of

- a. type 1 diabetes
- b. type 2 diabetes
- c. gestational diabetes
- d. pre-diabetes

AC1.4 describe the signs and symptoms of diabetes

AC1.5 outline common risk factors that may lead to the development of type 2 diabetes

AC1.6 describe current medication, treatments and health programmes for diabetes

- a. **type 1 diabetes**
- b. type 2 diabetes
- c. gestational diabetes
- d. pre-diabetes

Range

AC1.6a **type 1 diabetes** must include the self-administration of insulin

Learning outcome

The learner will:

LO2 understand diabetes and associated health and wellbeing implications

Assessment criteria

The learner can:

AC2.1 summarise current prevalence rates for different types of diabetes

AC2.2 describe potential long-term complications to physical health from diabetes

AC2.3 describe potential affects to wellbeing as a result of having diabetes

AC2.4 define the terms

a. hyperglycaemia

b. hypoglycaemia

AC2.5 identify a range of services and professionals to which an individual with diabetes may be referred

Learning outcome

The learner will:

LO3 understand how to implement a person-centred approach when supporting individuals with diabetes

Assessment criteria

The learner can:

AC3.1 describe why it is important to include details of diabetes care and treatment in an individual's care/support plan

AC3.2 explain how to work with individuals and others to optimise self-care skills in managing diabetes

AC3.3 explain the importance of supporting individuals to make informed decisions about their treatment and self-care options

AC3.4 identify sources of support for developing self-care skills in managing own diabetes

Learning outcome

The learner will:

LO4 understand the nutritional needs of individuals with diabetes

Assessment criteria

The learner can:

AC4.1 explain the principles of a balanced diet in regulating blood sugar levels in pre-diabetes and diabetes

AC4.2 outline how carbohydrate metabolism affects blood sugar level:

- a. simple carbohydrate
- b. complex carbohydrate

AC4.3 explain how a nutritional plan can support individuals with blood sugar regulation

Learning outcome

The learner will:

LO5 understand factors relating to individuals' experience of pre-diabetes and diabetes

Assessment criteria

The learner can:

AC5.1 explain how societal attitudes and behaviours may impact on individuals with diabetes

AC5.2 outline health prevention initiatives which support individuals to reduce the risk of diabetes

AC5.3 describe how individuals can manage pre-diabetes through changes to their **lifestyle**

AC5.4 explain how an individual can self-manage diabetes through changes to their **lifestyle**

AC5.5 explain the impact of having access to digital aids on individuals' experience of pre-diabetes and diabetes

Range

AC5.3 ,5.4 **lifestyle** must include the impact on the individual's physical and mental wellbeing

Learning outcome

The learner will:

LO6 understand the importance of monitoring diabetes

Assessment criteria

The learner can:

AC6.1 describe measurement techniques used to monitor blood glucose levels

AC6.2 identify ranges for blood glucose for individuals with:

- a. pre-diabetes
- b. diabetes

AC6.3 describe other physiological measurements that may be used to support an individual with diabetes

AC6.4 describe how individuals with diabetes are monitored for long term complications

Unit 361

Diabetes awareness

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.6, AC3.2 Others: may include:

- Team members
- Other colleagues
- Medical practitioners
- Diabetes specialists
- Families
- Informal carers

AC6.2 recognised ways of measuring blood sugar levels should be used

Unit 362

Supporting individuals who are substance users

Level:	3
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	<p>This unit enables the learner to consider ways of supporting individuals who are substance users. This will include 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.</p> <p>Learners will identify different substances which may be used, their effects on individuals, how they may be taken and current jargon.</p> <p>Learners will consider the risks and challenges associated with substance use and the services available to individuals to help them stop or reduce their use of substances.</p>

Learning outcome

The learner will:

LO1 understand the use and effect of different substances

Assessment criteria

The learner can:

AC1.1 identify different **substances** which individuals might use

AC1.2 outline how different substances are used

AC1.3 describe the likely effects of different **substances** on the individual

AC1.4 identify the risks involved with substance use:

- a. short term effects
- b. long term effects

AC1.5 identify the jargon used to describe **substances**

AC1.6 explain ways of keeping own knowledge up to date regarding:

- a. substances
- b. possible indications of substance use
- c. jargon
- d. treatments and therapeutic interventions available

AC1.7 outline **own role** and responsibility for supporting individuals who use substances

Range

AC1.1, AC1.3, AC1.5 **substances**

- legal highs
- illegal highs
- alcohol
- prescription drugs
- solvents/volatile substances

AC1.7 **Own role** - Learners must include the limitations of their own role and indicate when they may need to seek additional support

Learning outcome

The learner will:

LO2 be able to support individuals to adopt safe practices associated with substance use

Assessment criteria

The learner can:

AC2.1 communicate with individuals in a manner that maximises their understanding

AC2.2 support individuals to discuss:

- a. their history of substance use
- b. their **current circumstances**

AC2.3 advise individuals on ways to manage their **use of substances safely**

AC2.4 advise individuals on safe ways to dispose of hazardous materials and equipment

Range

AC2.2 **current circumstances**

- housing
- social
- emotional
- substance related
- financial
- relationships
- physical and mental health
- behaviour

AC2.3 **use of substances safely**

- sourcing the substance
 - taking the substance
 - personal safety
 - safety of others
-

Learning outcome

The learner will:

LO3 be able to support individuals when they have used substances

Assessment criteria

The learner can:

AC3.1 assess the immediate risks which may result from substance use:

- a. to an individual
- b. to others
- c. to the environment

AC3.2 support an individual in a manner appropriate to:

- a. the substance used
- b. the effect which the substance has had on the individual
- c. the condition of an individual

AC3.3 demonstrate how to make the environment as safe as possible

AC3.4 identify when to seek additional assistance

AC3.5 support an individual to meet their needs when the effects of the substance have worn off

AC3.6 report and record information about episodes of substance use in line with agreed ways of working

Learning outcome

The learner will:

LO4 understand support for individuals who want to reduce substance use

Assessment criteria

The learner can:

AC4.1 outline possible effects and challenges that may arise when attempting to stop or reduce substance use

AC4.2 outline way to help individuals cope with the effects of stopping or reducing their use of substances

AC4.3 describe a range of **services** that support reduction of substance use

- a. eligibility criteria
- b. protocols for accessing services

AC4.4 explain ways of helping individuals to review

- a. when making progress when reducing substance use
- b. when progress is not being made
- c. when motivation is lost

AC4.5 explain how to encourage individuals to engage with specialist services

Range

AC4.3 **services**

- local
- national
- voluntary
- statutory
- health
- care/social

Unit 362

Supporting individuals who are substance users

Supporting Information

Evidence requirements

For LO1 and LO4, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, and LO3, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.4 Effects may include on physical health, mental health, offending behaviour, relationships with others, finances, housing, employment, education, antisocial behaviour, safeguarding risks

AC3.1 Others

- Self
- Colleagues
- General public
- Other service users
- Family/friends

AC3.2 Learners must consider the safety of the individual self and others in the locality

AC4.5 Learners must include how to support individuals to re-engage if they have used services in the past with no lasting effect

Suggested supporting resources

<https://www.turning-point.co.uk/>

<https://alcoholchange.org.uk/help-and-support/get-help-now>

<https://www.gov.uk>

<https://www.drugwise.org.uk/>

<https://www.talktofrank.com/>

<https://www.nhs.uk>

Unit 363

Supporting healthy relationships

Unit level:	3
Credit value:	2
GLH:	16
Assessment type:	Portfolio of evidence
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.

Learning outcome

The learner will:

- LO1 be able to support and enable communication, rapport and choice between individuals and others

Assessment criteria

The learner can:

- AC1.1 describe different types of relationships
AC1.2 describe ways to enable the development of rapport and positive relationships
AC1.3 demonstrate rapport and positive relationships when supporting an individual
AC1.4 support rapport between others and an individual they support
AC1.5 support an individual to make informed choices about relationships
AC1.6 evaluate the benefits to individuals of having positive relationships

Learning outcome

The learner will:

- LO2 be able to support and encourage individuals to develop and maintain safe, healthy friendships and relationships

Assessment criteria

The learner can:

- AC2.1 outline the rights of individuals to have and maintain relationships
AC2.2 describe barriers that may be faced by individuals who wish to have friendships and relationships
AC2.3 support an individual who wishes to have friendships and relationships to reduce barriers to them

AC2.4 support and encourage an individual to maintain positive relationships

AC2.5 support and encourage an individual to keep safe in relationships

AC2.6 evaluate the effects of relationships on individuals' wellbeing

Learning outcome

The learner will:

LO3 understand how to discuss sexual relationships, sexual health and keeping safe with people they support

Assessment criteria

The learner can:

AC3.1 identify factors that are important to maintain good sexual health

AC3.2 identify appropriate sources of information about sexual relationships, sexual health and keeping safe to share with individuals they support

AC3.3 describe ways of supporting people to develop and maintain safe sexual relationships

AC3.4 describe how to support an individual to make informed and age-appropriate choices

AC3.5 describe the actions to take if there are concerns about a sexual relationship.

AC3.6 reflect on beliefs about sexual relationships and how these may influence practice

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Unit 363

Supporting healthy relationships

Supporting Information

Evidence requirements

For LO1 and LO2, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

For LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1 Rapport: a relationship where there is mutual understanding and positive connection

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
- Visiting tradespeople

AC2.1 Rights: The learner could consider: Human rights, Equality legislation, mental capacity legislation

AC2.6 Relationships may cover friends, family, colleagues, practitioner, advocate, key worker

Suggested supporting resources

Suggested sources of information may include reliable websites e.g. Mencap, Bild, ARC local organisations, Alzheimer's Society, Age UK

Unit 364

Supporting individuals to participate in activity provision in adult care

Unit level:	3
Credit value:	4
GLH:	24
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to develop learners knowledge and understanding that underpins the skills gained to support activity provision within an adult care setting/service

Learning outcome

The learner will:

LO1 understand the process of activity coordination within an adult care setting/service

Assessment criteria

The learner can:

AC1.1 identify activities available in adult care settings/services

- a. physical
- b. social
- c. therapeutic
- d. life skills

AC1.2 explain own role when supporting activities in adult care settings/services

AC1.3 identify resources required when supporting activities

- a. cost
- b. staffing
- c. materials

AC1.4 outline factors to consider when selecting suitable venues/environments

AC1.5 outline the potential challenges that may arise during planned activities

Learning outcome

The learner will:

LO2 be able to plan activities in an adult care setting/service

Assessment criteria

The learner can:

- AC2.1 engage individuals in planning an activity within an adult care setting/service
 - AC2.2 obtain agreement to carry out the activity from relevant others
 - AC2.3 plan an activity including clear aims and objectives
 - AC2.4 carry out a risk assessment for the planned activity in line with agreed ways of working
 - AC2.5 source resources, equipment and materials required to carry out the activity
-

Learning outcome

The learner will:

- LO3 be able to carry out a planned activity with an adult care setting/service

Assessment criteria

The learner can:

- AC3.1 refer to the risk assessment of the activity and the participants care/support plans
 - AC3.2 prepare the environment for the planned activity
 - AC3.3 prepare resources and equipment for the planned activity
 - AC3.4 obtain valid consent from participants
 - AC3.5 explain the planned activity to participants using appropriate communication methods
 - AC3.6 carry out the planned activity:
 - a. ensuring individual are able to engage to their chosen level of participation
 - b. resources and materials are used safely
 - c. adopting a strengths based approach
 - d. adopting an inclusive approach
 - e. within agreed timescales
 - AC3.7 adapt the planned activity to suit individual needs that emerge during the activity
-

Learning outcome

The learner will:

- LO4 be able to evaluate a planned activity in an adult care setting/service

Assessment criteria

The learner can:

- AC4.1 obtain feedback from individuals and others engaged in the planned activity
- AC4.2 evaluate of the planned activity against the original aims and objectives
- AC4.3 record and report on outcomes and any revisions in line with agreed ways of working

Unit 364

Supporting individuals to participate in activity provision in adult care

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC2.2 Others: may include:

- Team members
- Other colleagues
- Families
- Informal carers
- Advocates
- Visitors

AC3.4 valid consent must be in line with current, relevant legal requirements.

AC3.6 strengths-based approaches (sometimes called asset-based). Focus is on the strengths and abilities of an individual in areas such as personal skills/abilities, social support and community resources. It emphasises the need to work collaboratively with an individual.

Unit 365

Promoting health and wellbeing of individuals with learning disabilities and/or individuals with autism

Unit level:	3
Credit value:	2
GLH:	14
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to provide the learner with the knowledge and skills required to promote health and wellbeing of individuals with learning disabilities and/or individuals with autism.

Learning outcome

The learner will:

- LO1 understand how to promote physical and emotional wellbeing to minimise health inequalities

Assessment criteria

The learner can:

- AC1.1 describe factors that contribute to physical and emotional wellbeing
AC1.2 describe activities that may contribute to physical and emotional wellbeing
AC1.3 outline possible health inequalities affecting individuals with learning disabilities and/or autism
AC1.4 describe reasonable adjustments that can be made to support individuals with learning disabilities and/or autism to access health and wellbeing services

Learning outcome

The learner will:

- LO2 understand common health issues for individuals with learning disabilities and/or individuals with autism

Assessment criteria

The learner can:

- AC2.1 describe common health issues and their symptoms for individuals with learning disabilities and/or individuals with autism

AC2.2 explain the importance of health checks for individuals with learning disabilities and/or individuals with autism

AC2.3 describe reasonable adjustments that can be made to ensure an individual can access their health checks

Learning outcome

The learner will:

LO3 understand common mental ill-health issues and the risks of diagnostic overshadowing

Assessment criteria

The learner can:

AC3.1 describe common mental health issues

AC3.2 explain the factors that may contribute to diagnostic overshadowing

AC3.3 describe potential consequences of diagnostic overshadowing

Learning outcome

The learner will:

LO4 be able to promote healthy lifestyles and wellbeing for individuals with a learning disability and/or autism

Assessment criteria

The learner can:

AC4.1 describe ways to promote wellbeing through healthy lifestyles

AC4.2 explain the principles of a healthy diet to an individual with communication differences

AC4.3 support an individual with communication differences to make informed choices about their lifestyle

AC4.4 outline how to encourage individuals to follow a healthy lifestyle

Learning outcome

The learner will:

LO5 be able to recognise and advise others on how individuals may express pain

Assessment criteria

The learner can:

AC5.1 describe ways in which individuals may communicate that they are in pain

AC5.2 advise others on ways that individuals may express pain

AC5.3 support an individual who is expressing pain

Learning outcome

The learner will:

LO6 understand the risk of over-medication for individuals with a learning disability and/or autism

Assessment criteria

The learner can:

AC6.1 outline why individuals with a learning disability and/or autism may experience being over medicated

AC6.2 describe the potential consequences of being over medicated

AC6.3 describe what actions to take if there is the potential that medication is being prescribed inappropriately

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Unit 365

Promoting health and wellbeing of individuals with learning disabilities and/or individuals with autism

Supporting Information

Evidence requirements

For LO1, LO2, LO3 and LO6, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO4 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

- AC2.1 Common health/issues may include but not limited to: epilepsy, dysphagia, diabetes, constipation
- AC3.1 Common mental health issues: may include but not limited to: depression, anxiety, dementia
- AC3.2 Diagnostic overshadowing: when someone assumes that an individual's behaviour is as a result of their disability without exploring other health issues.
- AC5.2 Others: may include:
- Team members
 - Other colleagues
 - Those who use or commission their own health or social care services
 - Families, carers and advocates
 - Visiting tradespeople

Unit 366

Understanding autistic people

Unit level:	3
Credit value:	1
GLH:	9
Assessment type:	Portfolio of evidence
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 that underpins supporting them.

Learning outcome

The learner will:

LO1 understand what is meant by 'autism'

Assessment criteria

The learner can:

AC1.1 define the term "autism"

AC1.2 describe

- the traits that autistic people have in common
- strengths of individuals with autism

AC1.3 describe challenges faced by autistic people in accessing community facilities

AC1.4 outline reasonable adjustments that can be made to enable autistic people to access community facilities

Learning outcome

The learner will:

LO2 understand the tensions which arise between autistic disposition and expectations of society

Assessment criteria

The learner can:

AC2.1 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

AC2.2 describe how to minimise the impact of differences in social communication and understanding between autistic people and non-autistic people

Range

AC2.1 **potential impact** must include

- exclusion
 - discrimination
-

Learning outcome

The learner will:

LO3 understand how autistic people can experience sensory overload and the importance of a low arousal environment

Assessment criteria

The learner can:

AC3.1 explain what is meant by sensory overload

AC3.2 identify the signs and symptoms of sensory overload

AC3.3 describe what is meant by a low arousal approach

Learning outcome

The learner will:

LO4 understand how autistic people can use self regulatory strategies

Assessment criteria

The learner can:

AC4.1 describe what is meant by 'self-regulation'

AC4.2 describe a range of self-regulatory strategies

AC4.3 describe how expressions of self-regulation are essential to wellbeing

AC4.4 describe how a service can ensure autistic people are able to engage in self-regulation whenever they need to

Learning outcome

The learner will:

LO5 understand the role of routine, predictability and certainty in the lives of autistic peoples

Assessment criteria

The learner can:

AC5.1 describe how uncertainty and unpredictability can cause stress for autistic people

AC5.2 review ways of increasing predictability for autistic people

AC5.3 explain the importance of planning for changes in routine

Learning outcome

The learner will:

LO6 understand the role of others in relation to supporting individuals with autism

Assessment criteria

The learner can:

AC6.1 explain the roles which others have in the care and support of people with autism

AC6.2 describe the support others may need when caring for an individual with autism

AC6.3 describe the tensions and dilemmas which can raise between formal and informal carers

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Unit 366

Understanding autistic people

Supporting Information

Evidence requirements

For all learning outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

LO1 autistic disposition: the traits that commonly make up autism

AC6.1, AC6.2 Others: may include:

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

AC6.3 informal cares may include but not limited to family and friends

Unit 367

Supporting meaningful activity and independence through active support

Unit level:	3
Credit value:	2
GLH:	14
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to provide the learner with an understanding of the benefits of active Support, positive interaction and the hierarchy of help. The learner will gain the skills required to support the use of Active Support to facilitate participation and maximise engagement of the individual and others. This unit is aimed at learners who support individuals with learning disability or autistic people.

Learning outcome

The learner will:

LO1 understand Active Support

Assessment criteria

The learner can:

AC1.1 describe the principles of Active Support

AC1.2 explain how the **five Service Accomplishments** relate to Active Support

AC1.3 describe the benefits of engagement and participation for:

- people with learning disabilities
- autistic people
- others

AC1.4 describe how models of care can contribute to Active Support

AC1.5 identify potential barriers to maximizing engagement and participation.

AC1.6 explain ways to overcome barriers to maximising engagement and participation for individuals

Range

AC1.2 **Five Service Accomplishments:**

- choice
- respect
- relationships
- competence

- community presence

Learning outcome

The learner will:

LO2 understand positive interaction and the hierarchy of help

Assessment criteria

The learner can:

AC2.1 explain what is meant by the term positive interaction

AC2.2 describe how to apply the hierarchy of help

AC2.3 explain how the hierarchy of help can be used in Active Support planning

Learning outcome

The learner will:

LO3 be able to use Active Support to facilitate participation and maximise engagement of individuals and others

Assessment criteria

The learner can:

AC3.1 identify opportunities with an individual to participate in meaningful activities

AC3.2 explain why the practitioners' duty of care must be balanced with an individuals' right to take risks

AC3.3 develop an **Active Support plan** for an individual

AC3.4 demonstrate positive interaction and graded support

AC3.5 explain ways of enabling others to use graded support

AC3.6 evaluate an individuals' level of engagement and participation

AC3.7 Review and revise the Active Support plan

Range

AC3.3 the **Active Support plan** must include a relevant risk assessment

Unit 367

Supporting meaningful activity and independence through active support

Supporting Information

Evidence requirements

For LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO3, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.5 models of care may include but not limited to:

- Social model
- Service model
- Virtuous circle of positive engagement
- Identity model

AC2.2 hierarchy of help – recognises that each individual has their own hierarchy of needs, this may include but not limited:

- Emotional support
- Physical support
- Social support
- Group support

AC2.2 positive interaction: supporting interactions using positive reinforcements

AC3.1 opportunities: this may be carried out using an Opportunity Plan

AC3.2, AC3.3 graded support – providing the right amount of support at the right time.

AC3.5 Others: may include:

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

Unit 368

Promoting active support

Unit level:	3
Credit value:	3
GLH:	25
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to provide the learner with knowledge, understanding and skills to promote active support and 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.

Learning outcome

The learner will:

- LO1 understand how active support translates values into person-centred practical action with an individual

Assessment criteria

The learner can:

- AC1.1 evaluate the characteristics associated with active support and the hotel model in relation to an individual's support
- AC1.2 identify practical changes that could be made within a service setting to:
- promote an individual's independence
 - support informed choices
 - improve quality of life and sense of wellbeing

Learning outcome

The learner will:

- LO2 be able to interact positively with individuals to promote participation

Assessment criteria

The learner can:

- AC2.1 assess the levels of help an individual may need to participate in a range of new activities
- AC2.2 use task analysis to break new activities into manageable steps for an individual
- AC2.3 evaluate different ways of positively reinforcing an individual's participation in a range of new activities

AC2.4 demonstrate positive interaction with an individual to promote successful participation in a range of new activities

Learning outcome

The learner will:

LO3 be able to develop and implement person-centred daily plans to promote participation

Assessment criteria

The learner can:

AC3.1 develop daily plans with an individual and others to ensure individuals have:

- a. a valued range of activities throughout the day
- b. avoid lengthy periods of disengagement

AC3.2 support the implementation of daily plans that promote an individual's participation in a range of activities

AC3.3 review and revise an individual's daily plan with them and others to increase the opportunities for participation

Learning outcome

The learner will:

LO4 be able to use person-centred records to evaluate an individual's participation in activities

Assessment criteria

The learner can:

AC4.1 use a person-centred record to monitor an individual's participation in activities

AC4.2 review the extent to which an individual's participation has changed over time, and possible reasons why

AC4.3 establish the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life

Unit 368

Promoting active support

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

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

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. Learners must be mindful of not being patronising and must pitch the praise appropriately

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

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 and the use of digital skills

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

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 370

Supporting individuals to live at home

Unit level:	3
Credit value:	4
GLH:	29
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge and skills required to support individuals to live at home. Learners will consider the range of other services and professional which can support an individual to live at home. Learners will be able to review the support provided and suggest changes.

Learning outcome

The learner will:

LO1 understand the principles for supporting individuals to live at home

Assessment criteria

The learner can:

AC1.1 explain how being supported to live at home can benefit individuals

AC1.2 compare different roles of people and agencies which can support individuals to live at home

AC1.3 summarise information about benefits and allowances which supports individuals to live at home

AC1.4 explain how risk management practices contribute to the safety of individuals to living at home

Learning outcome

The learner will:

LO2 be able to contribute to planning support for living at home

Assessment criteria

The learner can:

AC2.1 identify existing networks an individual has that could support them to live at home

AC2.2 identify with an individual any needs that may require additional support with an individual

AC2.3 agree how to manage risks with an individual in a positive manner

Learning outcome

The learner will:

- LO3 be able to work with individuals to secure additional services and facilities to enable them to live at home

Assessment criteria

The learner can:

- AC3.1 support individuals and others to access and understand information about resources, services, and facilities that support an individual to live at home
- AC3.2 work with an individual and others to select resources, facilities and services that will meet an individual's needs and minimise risks
- AC3.3 support an individual to complete documentation to apply for required resources, financial benefits facilities, and services, in a way that promotes active participation
- AC3.4 obtain permission from an individual to provide additional information about an individual to support securing resources, services and facilities
-

Learning outcome

The learner will:

- LO4 be able to work in partnership to introduce additional services for individuals living at home

Assessment criteria

The learner can:

- AC4.1 agree roles and responsibilities for introducing additional support for an individual to live at home
- AC4.2 introduce an individual to new resources, services, facilities or support groups
- AC4.3 record and report on the outcomes of additional support measures in required ways
-

Learning outcome

The learner will:

- LO5 be able to contribute to reviewing support for living at home

Assessment criteria

The learner can:

- AC5.1 work with an individual and others to agree methods and timescales for on-going reviews
- AC5.2 identify any changes in an individual's circumstances that may indicate a need to adjust revisions to the support provided
- AC5.3 work with an individual and others to agree revisions to the support provided

Unit 370

Supporting individuals to live at home

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Competence, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC2.2, AC3.2 Needs may include:

- Personal
- Physical
- Financial
- Social
- Environmental
- Safety

Others may include:

- Family
- Friends
- Advocates
- Others who are important to the individual person's wellbeing

Unit 371

Supporting individuals within a shared living environment

Level:	3
Credit value:	4
GLH:	33
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is for learners to develop knowledge and skills in supporting individuals within a shared living environment. Learners will explore the benefits and challenges of shared living and consider the needs of individuals. Learners will be able to support individuals and others within a shared living environment and review the arrangement making changes where required.

Learning outcome

The learner will:

LO1 understand how shared lives arrangements can benefit individuals

Assessment criteria

The learner can:

AC1.1 describe the potential benefits to individuals of being supported through a shared lives arrangement

AC1.2 explain how a shared lives arrangement can:

- promote person-centred care
- enable individuals to take responsibility for decisions about their lives and actions
- enable active participation

Learning outcome

The learner will:

LO2 understand how to establish the needs, experiences, wishes and preference of individuals entering a shared lives arrangement

Assessment criteria

The learner can:

AC2.1 explain how a knowledge of an individual's needs, wishes, preferences and experiences can support an individual entering a shared lives arrangement

AC2.2 describe ways of supporting individuals to communicate their own, experiences, wishes and preferences

AC2.3 identify potential sources of support and information regarding the experiences, wishes, needs and choices of individuals

Learning outcome

The learner will:

LO3 know how to address potential power imbalances in a shared lives arrangement

Assessment criteria

The learner can:

AC3.1 explain how a shared lives arrangement may create a sense of power imbalance between an individual, self and others

AC3.2 identify ways that potential power imbalances may be addressed to promote full membership of the household

AC3.3 outline strategies that may be used to address conflicts and disagreements

Learning outcome

The learner will:

LO4 be able to identify how individuals' needs can be met through a shared lives arrangement

Assessment criteria

The learner can:

AC4.1 establish with an individual and others ways of assessing how identified requirements can be met within the shared lives arrangement

AC4.2 work with an individual and others to identify factors that may affect the individual's integration into the home environment

Learning outcome

The learner will:

LO5 be able to support individuals and others to adjust to a shared lives arrangement

Assessment criteria

The learner can:

AC5.1 establish with individuals and others adjustments that might be needed support an individual within a shared lives arrangement

AC5.2 work with an individual and others to agree ways of living together to minimise potential difficulties

AC5.3 establish ways to balance the needs of everyone within a shared lives arrangement

AC5.4 support others to actively participate in the shared lives arrangement

Learning outcome

The learner will:

LO6 be able to contribute to the review of the shared lives arrangement

Assessment criteria

The learner can:

AC6.1 provide feedback on the shared lives arrangement in line with agreed ways of working

AC6.2 work with an individual and others to review the effectiveness of the shared lives arrangement

AC6.3 agree any changes to the shared lives arrangement with an individual and others

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Unit 371

Supporting individuals within a shared living environment

Supporting Information

Evidence requirements

For LO1, LO2 and LO3: evidence can include assignment tasks, reflective accounts, questioning and professional discussion, written work.

For LO4, LO5 and LO6: evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Others: may include but not limited to

- Those who share the home
- Members of extended family
- Social networks
- Others who may be involved in the shared lives arrangement
- Visitors to the home
- Those who commission/manage the service

Suggested supporting resources

www.skillsforcare.org.uk

<https://www.citizensadvice.org.uk>

<https://england.shelter.org.uk>

Unit 372

Preparing for and carrying out extended feeding techniques

Unit level:	3
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills required to prepare for, carry out and report on extended feeding techniques to ensure an individuals' nutritional and fluid intake is maintained. Learners will be able to identify potential risks and take appropriate action to reduce risk for the individual who requires extended feeding.

Learning outcome

The learner will:

- LO1 understand current relevant legislation and agreed ways of working when using extended feeding techniques

Assessment criteria

The learner can:

- AC1.1 outline current relevant legislation and agreed guidelines affecting current working practices related to extended feeding techniques
AC1.2 explain why procedures should be followed exactly as specified

Learning outcome

The learner will:

- LO2 understand anatomy and physiology in relation to extended feeding

Assessment criteria

The learner can:

- AC2.1 outline the anatomy and physiology of the gastro-intestinal tract relevant to extended feeding techniques
AC2.2 explain the importance of fluid and nutritional balance in maintaining the health of individuals
AC2.3 Identify health conditions where extended feeding may be part of an individual's care plan

Learning outcome

The learner will:

LO3 understand extended feeding techniques

Assessment criteria

The learner can:

AC3.1 explain the term 'extended feeding techniques'

AC3.2 identify equipment and materials used in extended feeding techniques

AC3.3 describe how to prepare an individual for extended feeding including:

- a. needs and preferences
- b. addressing any questions and concerns
- c. identifying potential risks

AC3.4 explain how to respond to adverse reactions which may occur:

- a. during procedures
 - b. following procedures
-

Learning outcome

The learner will:

LO4 be able to prepare for extended feeding

Assessment criteria

The learner can:

AC4.1 ensure that all prescribed feeds are prepared according to manufacturers' instructions.

AC4.2 identify possible risks associated with extended feeding

AC4.3 apply standard precautions for infection prevention and control to minimise risks

- a. before the procedure
- b. during the procedure
- c. after the procedure

AC4.4 confirm the identity of an individual prior to carrying out the activity

AC4.5 obtain valid consent from an individual prior to carrying out the activity

AC4.6 explain to an individual the procedure to be carried out

AC4.7 confirm equipment and materials are:

- a. appropriate to the procedure
- b. clean/sterile as required in the procedure guidelines
- c. working correctly

AC4.8 position an individual to ensure

- a. safety and comfort
 - b. to facilitate the method of extended feeding
-

Learning outcome

The learner will:

LO5 be able to carry out and complete extended feeding techniques

Assessment criteria

The learner can:

AC5.1 refer to the plan of care and feeding guidelines

AC5.2 attach and position feeding tubes correctly and securely in a manner that

- a. prevents discomfort
- b. promotes the dignity of an individual

AC5.3 carry out the extended feeding safely and according to an individual's plan of care and feeding protocol

AC5.4 observe an individual throughout the activity and respond to any adverse reactions

AC5.5 ensure the comfort of an individual following extended feeding

AC5.6 safely dispose of any unused feed and material soiled by body fluids

AC5.7 clean and store any used equipment and materials following the feed

Learning outcome

The learner will:

LO6 be able to maintain records and report on extended feeding

Assessment criteria

The learner can:

AC6.1 complete required records

AC6.2 identify others who may be involved in reviewing the nutritional and fluid intake of an individual

AC6.3 report any observations which may impact on an individual

Unit 372

Preparing for and carrying out extended feeding techniques

Supporting Information

Evidence requirements

For LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO4, LO5 and LO6, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC4.5 Valid consent must be in line with current, relevant legal requirements.

Unit 373

Undertaking treatments and dressings of lesions and wounds

Unit level:	3
Credit value:	4
GLH:	23
Assessment type:	Portfolio of evidence
Aim:	<p>The aim of this unit is to enable learners to develop their knowledge and skills in safe practice when carrying out treatments and dressings on lesions and wounds.</p> <p>The learner will understand the principles of lesion and wound healing and infection control as applied to the management of wounds/ lesions. The learner will demonstrate how to prepare for and carry out a treatment or dressing and complete relevant records.</p>

Learning outcome

The learner will:

- LO1 understand safe working practices relevant to undertaking treatments and dressings of lesions and wounds

Assessment criteria

The learner can:

- AC1.1 outline current, relevant legislation, guidelines and protocols informing treatments and dressings of lesions and wounds
- AC1.2 explain the importance of compliance with health and safety guidance when undertaking treatments and dressings of lesions and wounds
- AC1.3 describe aseptic techniques used when undertaking treatments and dressings of some lesions and wounds
- AC1.4 outline the rationale for personal protective equipment and clothing
- AC1.5 explain the importance of working within own sphere of competence when undertaking treatments and dressings of lesions and wounds

Learning outcome

The learner will:

- LO2 understand wound infection and healing

Assessment criteria

The learner can:

AC2.1 define the terms

- a. sepsis
- b. asepsis
- c. antisepsis

AC2.2 outline the anatomy and physiology of the skin

AC2.3 describe the physiology of skin healing

AC2.4 identify factors which:

- a. promote skin healing
- b. delay skin healing

AC2.5 outline sources of contamination and measures to avoid these

AC2.6 identify measures to avoid contamination

Learning outcome

The learner will:

LO3 understand procedures when treating lesions and wounds

Assessment criteria

The learner can:

AC3.1 identify equipment, materials and dressings when treating lesions and wounds
AC3.2 explain the importance of following guidelines outlined in an individual's care plan when treating lesions and wounds

Learning outcome

The learner will:

LO4 be able to prepare to treat and dress lesions or wounds

Assessment criteria

The learner can:

AC4.1 confirm an individual's identity and gain valid consent to dress lesions or wounds

AC4.2 provide information, support, and reassurance to an individual to meet their needs and concerns

AC4.4 ensure equipment and materials used are fit for purpose as outlined in the care plan and agreed ways of working

AC4.5 maintain the integrity of sterile or clean dressings prior to application

Learning outcome

The learner will:

LO5 be able to carry out treatments and dressings to lesions or wounds

Assessment criteria

The learner can:

- AC5.1 apply standard precautions for infection control for self and individual
 - AC5.2 implement health and safety measures relevant to the procedure and environment
 - AC5.3 observe the lesion or wound for any change in appearance and state of healing
 - AC5.4 refer changes or reactions in the lesion or wound which are outside own competence to the relevant practitioner
 - AC5.5 carry out treatments as outlined in the care plan
 - AC5.6 observe an individual for adverse reactions while carrying out treatment in accordance with the care plan
 - AC5.7 apply/attach dressings in line with the guidelines for practice
 - AC5.8 dispose of soiled and hazardous waste safely
-

Learning outcome

The learner will:

- LO6 be able to record and report outcomes of the treatments and dressings to lesions or wounds

Assessment criteria

The learner can:

- AC6.1 record outcomes of treatments and dressings to lesions or wounds in line with policy guidelines
- AC6.2 report the outcomes of the activity in line with policy guidelines
- AC6.3 report any adverse reactions or deterioration in healing in line with policy guidelines

Unit 373

Undertaking treatments and dressings of lesions and wounds

Supporting Information

Evidence requirements

LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

LO4, LO5 and LO6, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Lesions and wounds may include ulcers, abscesses, penetrating injuries, tumours.

AC4.1 Valid consent must be in line with current, relevant legal requirements.

Unit 374

Undertaking tissue viability risk assessments

Unit level:	3
Credit value:	3
GLH:	16
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge and skills in undertaking tissue viability risk assessments. Learners will develop skills to support skin integrity for individuals with whom they work.

Learning outcome

The learner will:

LO1 understand the need for tissue viability risk assessments

Assessment criteria

The learner can:

AC1.1 outline the anatomy and physiology of healthy skin

AC1.2 describe what to look for when assessing the condition of the skin

AC1.3 outline changes that occur when skin is damaged by pressure

AC1.4 explain when an initial tissue viability risk assessment may be required

AC1.5 explain factors which can exacerbate skin breakdown

AC1.6 identify risk factors for impaired tissue viability

Learning outcome

The learner will:

LO2 be able to undertake tissue viability risk assessment

Assessment criteria

The learner can:

AC2.1 identify individuals who may be at risk of impaired tissue viability and skin breakdown

AC2.2 apply standard precautions for infection prevention and control

AC2.3 inspect the condition of an individual's skin

AC2.4 identify sites where pressure damage might occur on an individual

AC2.5 complete a tissue viability risk assessment as required by organisational policy guidelines

AC2.6 use safe handling techniques when assisting an individual to move during the assessment

AC2.7 encourage the active participation of an individual

Learning outcome

The learner will:

LO3 be able to record and report on tissue viability risk assessments

Assessment criteria

The learner can:

AC3.1 complete tissue viability risk assessment documentation

AC3.2 communicate findings with the individual and appropriate others

AC3.3 report any immediate concerns in line with agreed ways of working

Learning outcome

The learner will:

LO4 understand risk assessment reviews

Assessment criteria

The learner can:

AC4.1 explain why the tissue viability risk assessment should be regularly reviewed and repeated

AC4.2 explain why the tissue viability assessment, or the current review cycle may no longer be appropriate

Unit 374

Undertaking tissue viability risk assessments

Supporting Information

Evidence requirements

For LO1 and LO4, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2 and LO3, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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.

Others may include:

- Team members
- Other colleagues
- Tissue viability nurse
- Medical practitioner
- Families
- Informal carers

Unit 375

Understanding the importance of oral care for individuals using adult care settings/services

Unit level:	3
Credit value:	3
GLH:	15
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is for learners to understand the importance of oral health care and its impact on individuals' general health. The learner will explore some common oral diseases and their contributing factors. The learner will understand their role in promoting, supporting and carrying out oral health care procedures.

Learning outcome

The learner will:

LO1 understand the role of an adult care worker in promoting oral health

Assessment criteria

The learner can:

AC1.1 define the term 'oral health'

AC1.2 explain the benefits of oral health care for individuals

AC1.3 explain the causes of poor oral health

AC1.4 explain the potential consequences for individuals of having an **oral disease**

AC1.5 describe the role of an adult care worker in promoting regular oral care

Learning outcome

The learner will:

LO2 understand how oral health conditions impact on the general health of individuals

Assessment criteria

The learner can:

AC2.1 explain the impact of diet on oral health

AC2.2 describe how **sociocultural habits** impact of on oral health

AC2.3 explain how an individual's medical history may affect oral health

Range

AC2.2 sociocultural habits

- smoking/tobacco
 - drinking alcohol
 - relevant other
-

Learning outcome

The learner will:

LO3 understand the prevention and management of oral diseases

Assessment criteria

The learner can:

AC3.1 identify the uses of **oral hygiene aids**

AC3.2 describe how to support individuals with oral health care

AC3.3 explain how to clean and care for dentures

AC3.4 describe how to carry out oral health care for individuals with specific needs

Range

AC3.1 Oral hygiene aids

- toothbrushing (manual, electric)
 - fluoride toothpaste
 - interdental cleaning aids
 - mouthwash (fluoride & antibacterial)
-

Learning outcome

The learner will:

LO4 understand how communication supports effective oral health care

Assessment criteria

The learner can:

AC4.1 describe ways of communicating that motivate individuals to carry out effective oral hygiene

AC4.2 explain the challenges that adult care workers may encounter when promoting oral health care

AC4.3 describe agreed ways of working for reporting and recording concerns about individuals' oral health

Unit 375

Understanding the importance of oral care for individuals using adult care settings/services

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.4 **Oral disease** may include:

- Tooth decay (caries)
- Gum disease (gingivitis & periodontal disease)
- Oral candidiasis (thrush)
- Xerostomia (dry mouth)
- Lesions (red or white patches)

AC3.4 specific needs may include end of life, physical disability, learning disability and dementia

Suggested supporting resources

Delivering better oral health: an evidence-based toolkit for prevention

<https://www.gov.uk/government/publications/delivering-better-oral-health-an-evidence-based-toolkit-for-prevention>

Oral Health Foundation: <https://www.dentalhealth.org/>

Public Health England: <https://www.gov.uk/government/publications/oral-care-and-people-with-learning-disabilities/oral-care-and-people-with-learning-disabilities>

Mouth Care Matters – Health Education England: <https://mouthcarematters.hee.nhs.uk/>

Unit 376

Understanding how to provide support for individuals and others when working in end of life care within adult care

Unit level:	3
Credit value:	4
GLH:	25
Assessment type:	Portfolio of evidence
Unit aim:	The aim of this unit is to assess the learner's knowledge and understanding surrounding the provision of support in end of life care within an adult care setting/service

Learning outcome

The learner will:

LO1 understand current approaches to end of life care

Assessment criteria

The learner can:

AC1.1 analyse the impact of national and local drivers on current approaches to end of life care

AC1.2 evaluate how a range of tools for end of life care can support individuals and others

AC1.3 analyse the stages of the local end of life care pathway

Learning outcome

The learner will:

LO2 understand advance care planning

Assessment criteria

The learner can:

AC2.1 explain the difference between a care /support plan and an advance care plan

AC2.2 identify where to find additional information about advance care planning

AC2.3 describe own role in advance care planning

AC2.4 explain why, with an individual's consent, it is important to pass on information about their wishes, needs, and preferences for end of life care

Learning outcome

The learner will:

LO3 understand an individual's response to their anticipated death

Assessment criteria

The learner can:

AC3.1 compare models of loss and grief

AC3.2 describe how to support an individual throughout each stage of grief

AC3.3 explain the need to explore with each individual their own specific areas of concern as they face death

AC3.4 describe how an individual's awareness of spirituality may change as they approach end of life

Learning outcome

The learner will:

LO4 understand factors regarding communication for those involved in end of life care

Assessment criteria

The learner can:

AC4.1 explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication

AC4.2 explain how personal experiences of death and dying may affect capacity to listen and respond appropriately

AC4.3 give examples of internal and external coping strategies for individuals and others when facing death and dying

AC4.4 explain the importance of ensuring effective channels of communication are in place with others

Learning outcome

The learner will:

LO5 understand how to support those involved in end of life care situations

Assessment criteria

The learner can:

AC5.1 describe possible emotional effects on staff working in end of life care situations

AC5.2 evaluate possible sources of positive support for staff in end of life situations

AC5.3 identify situations where others may need support in end of life care situations

AC5.4 outline sources of emotional support for others in end of life care situations

Learning outcome

The learner will:

LO6 understand how symptoms might be identified in end of life care

Assessment criteria

The learner can:

AC6.1 identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself

AC6.2 describe how symptoms can cause an individual and others distress and discomfort

AC6.3 identify different techniques for relieving symptoms

AC6.4 describe signs of approaching death

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Unit 376

Understanding how to provide support for individuals and others when working in end of life care within adult care

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. The learner does not have to use a specific individual throughout

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

AC3.1 Models examples include but are not limited to: Kubler-Ross, Bowlby, Klass et al, Strobe and Schut, Murray-Parkes

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

AC6.1 Symptoms includes anything that might hinder the wellbeing of an individual and is not confined to medical symptoms.

They may include physical, emotional or psychological symptoms and includes maintaining comfort and wellbeing e.g.

- Reduced tissue viability

- Breathlessness
- Loss of appetite
- Fatigue
- Anxiety
- Sadness
- Discomfort
- Pain

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Unit 377

Managing symptoms in end of life care

Unit level:	3
Credit value:	4
GLH:	30
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to provide the learner with the knowledge and understanding that underpins skills required to manage symptoms in end of life care within an adult care setting/service.

Learning outcome

The learner will:

LO1 understand the effects of symptoms in relation to end of life care

Assessment criteria

The learner can:

AC1.1 identify a range of conditions where end of life care might be provided

AC1.2 identify common symptoms associated with end of life care

AC1.3 explain how symptoms can cause individuals distress and discomfort

AC1.4 evaluate the significance of individuals' own perception of their symptoms

Learning outcome

The learner will:

LO2 understand how to manage symptoms in end of life care

Assessment criteria

The learner can:

AC2.1 identify signs that may indicate that an individual is experiencing pain, distress or discomfort from symptoms

AC2.2 describe factors that can influence an individual's perception of their symptoms

AC2.3 describe the range of assessment tools for monitoring symptoms including those for individuals with cognitive impairment in own work setting

AC2.4 explain how to provide relief from end of life symptoms, using a range of methods

Learning outcome

The learner will:

LO3 be able to manage symptoms in end of life care

Assessment criteria

The learner can:

AC3.1 demonstrate the range of methods that can provide symptom relief in own work setting

AC3.2 describe own role in supporting therapeutic options used in symptom relief

AC3.3 recognise symptoms that identify when the last few days of life may be approaching

AC3.4 respond to an individual's needs and preferences in managing their symptoms

AC3.5 actively provide support, comfort and wellbeing in end of life care

AC3.6 recognise when to seek advice from relevant others if the level of support required by an individual is beyond own scope of practice

Learning outcome

The learner will:

LO4 be able to integrate symptom management in end of life care management process

Assessment criteria

The learner can:

AC4.1 explain how pain and symptom management is an important part of the end of life care planning process

AC4.2 regularly monitor symptoms associated with end of life care

AC4.3 record and report changes in symptoms according to policies and procedures in own work setting

AC4.4 support the implementation of changes within end of life care plan

Unit 377

Managing symptoms in end of life care

Supporting Information

Evidence requirements

For LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. The learner does not have to use a specific individual throughout

For LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.2 Symptoms can include

- Physical e.g.
 - pain
 - breathlessness/dyspnoea
 - coughing
 - itching
 - haemoptysis
 - terminal respiratory secretions
 - nausea
- Psychological e.g.
 - agitation
 - anxiety
 - depression

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

AC2.4 Methods may include:

- Comfort measures which can include physical and psychological
- Pharmacological and non-pharmacological methods

AC3.4 Preferences may be based on:

- Beliefs
- Values
- Culture

AC4.3 record and report may include digital and/or manual systems

Unit 378

Understanding the needs of individuals with dementia at end of life

Unit level:	3
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	The unit enables the learner to consider symptoms that may be experienced by an individual with dementia at end of life. Learners will consider how the individual with dementia may experience symptoms, express them and how symptoms can be managed. Learners will understand how carers can be supported to provide meaningful interactions with individuals with dementia at end of life and explore their feelings of loss, guilt and grief.

Learning outcome

The learner will:

LO1 understand considerations for individuals experiencing dementia at end of life

Assessment criteria

The learner can:

AC1.1 explain the relevance of early advanced care planning when supporting individuals with dementia

AC1.2 describe ways of establishing mental capacity:

- use of advocates
- Best Interest assessments
- acknowledging fluctuating capacity
- power of attorney

AC1.3 outline the reasons why dementia can be regarded as a life-limiting illness

AC1.4 identify indicators that an individual experiencing dementia is approaching end of life

AC1.5 explain how to implement person-centred approaches for individuals experiencing dementia at end of life

AC1.6 outline current, relevant legislation, regulation and ways of working in end of life care

Learning outcome

The learner will:

LO2 understand how to support individuals with dementia experiencing symptoms at end of life

Assessment criteria

The learner can:

AC2.1 identify symptoms that may be experienced at end of life

AC2.2 explain why symptoms in individuals with dementia are often not recognised and managed

AC2.3 describe how to assess whether an individual with dementia is in pain or distress

AC2.4 describe ways to manage symptoms at end of life using

- a. prescribed medication
- b. other approaches to relieve symptoms
- c. other medical interventions

Learning outcome

The learner will:

LO3 understand how to support carers of individuals experiencing dementia at end of life

Assessment criteria

The learner can:

AC3.1 describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia

AC3.2 describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life

AC3.3 explain how to enable carers to interact with an individual with dementia in the final stages of their life

AC3.4 describe how carers for individuals with dementia may experience loss and grief

AC3.5 explain why carers may experience guilt and stress at the end of life of an individual with dementia

Unit 378

Understanding the needs of individuals with dementia at end of life

Supporting Information

Unit guidance

AC1.4 Person-centred including spiritual wellbeing

AC2.1 Symptoms may include:

- Physical e.g. pain, nausea, constipation, dysphagia, nutrition, hydration
- Psychosocial e.g. distress, restlessness, agitation
- Changes in behaviour
- Changes in levels of consciousness

LO3 Carers may include

- Spouse/partner
- Parent
- Sibling
- Child
- Friend
- Other family member
- Other informal carer

Unit 379

Understanding mental health wellbeing and promotion

Unit level:	3
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	This unit enables the learner to understand the key concepts of mental health and wellbeing. The learner will consider the range of factors that can influence mental health and wellbeing across the life span. The learner will explore the effectiveness of co-produced strategies which promote mental health and wellbeing.

Learning outcome

The learner will:

LO1 understand factors influencing mental health and wellbeing across the life span

Assessment criteria

The learner can:

AC1.1 describe what is meant by the term mental health and wellbeing

AC1.2 describe factors influencing mental health and wellbeing across the life span, including:

- a. biological
- b. social
- c. psychological
- d. emotional
- e. genetic
- f. behavioural
- g. environmental

AC1.3 explain how individuals' resilience can be affected by:

- a. **risk factors** relating to mental health and wellbeing
- b. **protective factors** relating to mental health and wellbeing

Range

AC1.3 **Risk factors:** including experiences of inequalities/discrimination, poor quality relationships including abuse and trauma

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

Learning outcome

The learner will:

LO2 understand how to co-produce and implement an effective strategy for promoting mental health and wellbeing with individuals and groups

Assessment criteria

The learner can:

AC2.1 outline the ways that individuals may promote their mental health and wellbeing

AC2.2 describe how to enable individuals to promote their own mental health and wellbeing

AC2.3 explain how to co-produce a strategy for working with individuals and groups to promote mental health and wellbeing

AC2.4 describe how digital technologies can be used to support co-produced strategies to promote mental health and wellbeing

AC2.5 evaluate current local/national strategies which promote mental health and wellbeing

DRAFT

Unit 379

Understanding mental health wellbeing and promotion

Supporting Information

Evidence requirements

Knowledge outcomes evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

- AC1.2 Life span: factors include influences/experience throughout an individual's life span for example, the influence of early life experiences.
- LO2 Co-produce means to recognise that individuals and professionals share power and work together to plan and deliver services

Unit 380

Understanding mental health

Unit level:	3
Credit value:	3
GLH:	16
Assessment type:	Portfolio of evidence
Aim:	This unit aims provides the learner with knowledge of common mental health conditions and their classification. Learners will consider the advantages and disadvantages of classifications systems and the use of alternative frameworks/models. Learners will understand different ways mental ill-health may affect the individual and others. It also considers the benefits of promoting mental health and wellbeing.

Learning outcome

The learner will:

LO1 understand groups of mental ill-health conditions

Assessment criteria

The learner can:

AC1.1 outline the following groups of mental health conditions relating to:

- a. mood
- b. personality
- c. anxiety
- d. psychoses
- e. substance use/misuse
- f. eating disorders
- g. cognitive conditions

AC1.2 explain the advantages and disadvantages of the DSM and ICD psychiatric classification systems

AC1.3 describe alternative frameworks/models for understanding mental health conditions

AC1.4 describe common signs and symptoms that may indicate a mental ill-health

Learning outcome

The learner will:

LO2 understand the impact of mental ill-health on individuals and others

Assessment criteria

The learner can:

AC2.1 describe effects mental ill-health may have on individuals, including:

- a. housing
- b. social
- c. emotional
- d. substance use
- e. financial
- f. relationships
- g. physical health
- h. behaviour
- i. employment/education

AC2.2 explain how individuals with mental ill-health may experience discrimination

AC2.3 explain the effects mental ill-health may have on others

AC2.4 describe how to:

- a. promote an individual's mental health and wellbeing
- b. support others to promote the mental health and wellbeing of individuals

Supporting Information

Evidence requirements

Knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.1 Responses should reflect DSM and ICD classifications and learners must ensure they are accessing the current versions.

- DSM refers to the Diagnostic and Statistical Manual of Mental Disorder.
- ICD refers to the International Classification of Diseases (Mental and Behavioural Disorders).

AC1.3 Alternative frameworks may include:

- Psychodynamic Diagnostic Model
- Behavioural Frameworks
- Medical Frameworks

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

AC2.3 Others include:

- Spouse/partner
- Child
- Parent
- Sibling
- Friend
- Colleagues
- Other professionals

Unit 381

Supporting individuals to manage their own recovery from mental ill-health

Unit level:	3
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	This unit enables learners to develop their knowledge and skills when working with individuals managing their own recovery from mental ill-health. Learners will explore the meaning of the term 'recovery' and influencing factors. Learners will work with individuals to co-produce, implement and evaluate a recovery plan.

Learning outcome

The learner will:

LO1 understand factors affecting recovery from mental ill-health

Assessment criteria

The learner can:

AC1.1 describe how the following factors impact on mental wellbeing:

- biological factors
- psychological factors
- social factors
- environmental factors

AC1.2 explain the meaning of the term 'recovery' in relation to mental ill-health

AC1.3 explain how an individual's recovery from mental ill-health may be affected by:

- biological factors
- psychological factors
- social factors
- environmental factors

AC1.4 describe how to ensure person-centred approaches enable individuals to control their own recovery

Learning outcome

The learner will:

LO2 understand recovery planning

Assessment criteria

The learner can:

- AC2.1 explain how a recovery plan may be used to support individuals with mental ill-health
 - AC2.2 describe the elements that may be included in a recovery plan
 - AC2.3 explain how co-production supports the development of a recovery plan
 - AC2.4 describe ways of enabling individuals to engage with the recovering planning process
 - AC2.5 describe approaches and interventions that may support individuals in their recovery
 - AC2.6 describe the strengths and limitations of recovery plans
-

Learning outcome

The learner will:

- LO3 be able to support individuals to manage their own recovery from mental ill-health

Assessment criteria

The learner can:

- AC3.1 apply **recovery** principles in own interactions with individuals and others
 - AC3.2 work in a way that recognises and respects that an individual may have their own definitions of recovery
 - AC3.3 work with an individual to create their own recovery plan
 - AC3.4 work with an individual to implement their recovery plan
 - AC3.5 work with an individual to review their recovery plan and adapt if necessary
-

Range

- AC3.1 **Recovery** must include descriptions of what is meant by both clinical recovery and personal recovery

Unit 381

Supporting individuals to manage their own recovery from mental ill-health

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

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

AC3.1 recovery principles may include:

- Promoting a culture of hope
- Co-production
- Focus on strengths
- Holistic approach
- Respect
- Person-centred approach
- Meaningful goals
- Confidentiality
- Dignity

Others: may include:

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

Unit 382

Menopause Awareness

Level:	3
Credit value:	3
GLH:	25
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at learners who wish to develop their awareness of menopause, whether for their own development, wellbeing, to support colleagues or individuals for whom they provide care or support. The learner will explore the biology of the hormones involved in the menstrual cycle, know how symptoms may affect health and wellbeing, understand the support available and explore ways that symptoms could be managed.

Learning outcome

The learner will:

- LO1 know biological facts about the effects of hormones associated with the menstrual cycle

Assessment criteria

The learner can:

AC1.1 describe the stages of the menstrual cycle

AC1.2 define the terms

- menstruation
- perimenopause
- menopause
- early menopause

AC1.3 outline the functions of oestrogen and progesterone in the human body.

AC1.4 summarise effects of lack of oestrogen and progesterone on the human body during:

- perimenopause
- menopause
- post menopause and longer term

Learning outcome

The learner will:

- LO2 know how perimenopausal and menopausal symptoms can affect the human body

Assessment criteria

The learner can:

AC2.1 describe how perimenopause and menopause may affect

- a. physical health
- b. mentally health
- c. emotional health

AC2.2 describe how experiences of perimenopause and menopause can affect relationships

AC2.3 explain how potential challenges caused by perimenopausal or menopausal symptoms could affect:

- a. daily living
 - b. work life
 - c. identity
-

Learning outcome

The learner will:

LO3 understand the support available during the experience of perimenopause and menopause

Assessment criteria

The learner can:

AC3.1 explain why it is important to have access to reliable information about perimenopause and menopause

AC3.2 evaluate different sources of information in terms of reliability and accessibility of information

- a. National Health Service
- b. National Institute for Clinical Excellence
- c. Support networks
- d. Online forum
- e. national/local initiatives

AC3.3 identify the role the following services can play in supporting those who want information on/are experiencing issues with menopause

- a. GP Services
- b. specialist nurses
- c. specialist doctors/consultants

AC3.4 explain the benefits of seeking information and support prior to experiencing menopausal symptoms

AC3.5 identify ways to support others within the limits of own role and experience

Learning outcome

The learner will:

LO4 know what is available to help relieve symptoms of perimenopause and menopause

Assessment criteria

The learner can:

AC4.1 outline the role of Hormone Replacement Therapy (HRT)

AC4.2 explain why (HRT) may not be suitable for everyone

AC4.3 describe the role of dietary supplements in relief of symptoms

AC4.4 describe how making changes to lifestyle may improve experiences in the following areas:

- a. eating habits
- b. hydration
- c. alcohol intake
- d. taking regular exercise
- e. sleep pattern
- f. making time for relaxation

AC4.4 identify how alternative therapies could support those approaching or experiencing menopause

AC4.5 explain how changes to the environment may alleviate symptoms

- a. at home
- b. in the workplace

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Unit 382

Menopause Awareness

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. The learner does not have to use a specific individual throughout

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

It is to acknowledge that not everyone who experiences perimenopausal symptoms and menopause identifies as a woman and/or may identify as non-binary.

AC3.5 others could be partner, spouse, family members, individuals requiring advice and support

Sources of Information

Websites

National Health Service (NHS)

[Menopause - NHS \(www.nhs.uk\)](http://www.nhs.uk)

[Periods and fertility in the menstrual cycle - NHS \(www.nhs.uk\)](http://www.nhs.uk)

NHS Wales

[Menopause in the Workplace - Public Health Wales \(nhs.wales\)](http://nhs.wales)

Northern Ireland

[Let's Talk Menopause | B Well Belfast \(hscni.net\)](http://hscni.net)

UK Government

[Nation unite to tackle menopause taskforce - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

National Institute for Clinical Excellence (NICE)

NICE Guidelines [Menopause: diagnosis and management \(nice.org.uk\)](http://nice.org.uk)

NICE website [About this information | Information for the public | Menopause: diagnosis and management | Guidance | NICE](http://nice.org.uk)

A sample of web content dedicated to the menopause:

[Menopause Matters, menopausal symptoms, remedies, advice Home - Henpicked](#)

[Menopause at work | Women's Health Hub | Bupa UK](#)

[Menopause Friendly Accreditation | Menopause at Work](#)

[Let's talk menopause | CIPD Guidance](#)

Unit 383

Understanding Parkinson's disease within an adult care setting/service

Unit level:	3
Credit value:	3
GLH:	25
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is for the learner to understand Parkinson's disease, common treatments and the affect of lifestyle choices on symptoms. The learner will understand how effective support can impact on the experience of the individual with Parkinson's disease.

Learning outcome

The learner will:

LO1 understand Parkinson's disease

Assessment criteria

The learner can:

AC1.1 define Parkinson's disease

AC1.2 describe the common signs and symptoms of Parkinson's disease

AC1.3 explain how Parkinson's disease is diagnosed

AC1.4 describe the factors that may increase the risk of an individual developing Parkinson's disease

Learning outcome

The learner will:

LO2 understand treatments and support for individuals with Parkinson's disease

Assessment criteria

The learner can:

AC2.1 identify conditions that may be mistaken for Parkinson's disease

AC2.2 describe common treatments available to manage the symptoms of Parkinson's disease

AC2.3 outline lifestyle changes which may reduce the impact of Parkinson's disease symptoms

AC2.4 outline the support services available to individuals with Parkinson's disease

Learning outcome

The learner will:

LO3 understand the impact of Parkinson's disease

Assessment criteria

The learner can:

AC3.1 explain the impact of Parkinson's disease on individuals and others

AC3.2 explain the effects that Parkinson's disease may have on individuals' life:

- a. short term
- b. long term

AC3.3 describe different health conditions associated with Parkinson's disease

DRAFT

Unit 383

Understanding Parkinson's disease within an adult care setting/service

Supporting Information

Evidence requirements

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. The learner does not have to use a specific individual throughout

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

Others: may include:

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

Unit 384

Understanding advance care planning

Unit level:	3
Credit value:	3
GLH:	25
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to provide the learner with the knowledge and understanding required to undertake advance care planning within an adult care setting/service.

Learning outcome

The learner will:

LO1 understand the principles of advance care planning

Assessment criteria

The learner can:

AC1.1 describe the difference between a daily care/support plan and an advance care plan

AC1.2 explain the purpose of advance care planning

AC1.3 identify the national, local and organisational agreed ways of working for advance care planning

AC1.4 explain the legal position of an advance care plan

AC1.5 explain what is meant by mental capacity in relation to advance care planning

AC1.6 explain what is meant by informed consent in relation to advance care planning

Learning outcome

The learner will:

LO2 understand the process of advance care planning

Assessment criteria

The learner can:

AC2.1 explain when advance care planning may be introduced

AC2.2 outline who may be involved in the advance care planning process

AC2.3 describe information an individual may need to enable them to make informed decisions

AC2.4 explain what is involved in an 'Advance Decision to Refuse Treatment'

AC2.5 explain what is meant by a 'Do Not Attempt Cardiopulmonary Resuscitation' (DNACPR)

- AC2.6 explain how individuals' capacity to discuss advance care planning may influence their role in the process
 - AC2.7 explain role of the care worker in the advance care planning process and sources of support available
 - AC2.8 describe how own personal beliefs and attitudes may affect participation in the advance care planning process
 - AC2.9 identify how an advance care plan can change over time
 - AC2.10 outline the principles of record keeping in advance care planning
 - AC2.11 describe when details of the advance care plan can be shared with others
-

Learning outcome

The learner will:

- LO3 understand person-centred approaches to advance care planning

Assessment criteria

The learner can:

- AC3.1 describe factors an individual may consider when creating their advance care plan
- AC3.2 explain the importance of respecting an individual's values, beliefs and choices
- AC3.3 identify how the needs of others may be taken into account when planning advance care
- AC3.4 explain how to support an individual to exercise their right not to create an advance care plan
- AC3.5 outline actions to take when an individual is unable to participate in advance care planning
- AC3.6 explain how individual's care/support plan may be affected by an advance care plan

Supporting Information**Evidence requirements**

For knowledge outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Please refer to the Assessment section of this Handbook for full details.

Unit guidance

AC1.2-AC1.6 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.

AC2.3 Information may include:

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

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

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

AC2.10 Record keeping may include digital or manual systems and processes

AC3.3 Others may include:

- Team members
- Other colleagues
- Resources available for delivery of care

Unit 385

Health promotion initiatives to support individuals with their health and wellbeing

Unit level:	3
Credit value:	3
GLH:	15
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge and skills of health promotion when supporting an individual with their health and wellbeing. The learner will understand ways of communicating key messages to individuals in order to promote healthy changes.

Learning outcome

The learner will:

LO1 understand health and wellbeing concepts

Assessment criteria

The learner can:

AC1.1 define the terms

- a. 'health'
- b. 'wellbeing'

AC1.2 explain the links between lifestyle and health and wellbeing

AC1.3 describe a range of factors that may affect health and wellbeing including

- a. sociological
- b. cultural
- c. personal
- d. illness and disease

AC1.4 summarise key theories of behaviour change

Learning outcome

The learner will:

LO2 understand factors influencing health and wellbeing

Assessment criteria

The learner can:

- AC2.1 identify a range of factors influencing individual's health and wellbeing
 - AC2.2 explain how changes to behaviours can
 - a. improve health and wellbeing
 - b. diminish health and wellbeing
 - AC2.3 identify a range of agencies/professionals who provide services to improve health and wellbeing
 - AC2.4 identify different barriers to changing behaviours
 - AC2.5 describe how health promotion initiatives can support an individual to improve their health and wellbeing
-

Learning outcome

The learner will:

- LO3 be able to communicate appropriately with individuals and others

Assessment criteria

The learner can:

- AC3.1 select and use ways to communicate appropriately with individuals and others
 - AC3.2 encourage open and frank exchanges of views on health, wellbeing and making changes to behaviours
 - AC3.3 identify barriers to making changes to behaviours
 - AC3.4 use appropriate communication to reduce barriers to behaviour change
 - AC3.5 acknowledge individuals' right to make their own decisions
 - AC3.6 use different health promotion materials and methods to provide information for changing behaviours
-

Learning outcome

The learner will:

- LO4 be able to encourage individuals to address issues relating to their health and wellbeing

Assessment criteria

The learner can:

- AC4.1 raise individuals' awareness of the key issues relating to their health and wellbeing
 - AC4.2 describe a range of approaches that apply to promoting health and wellbeing
 - AC4.3 providing information on health and wellbeing that is tailored to meet an individual's understanding of key messages
 - AC4.4 help an individual and others identify factors affecting their health and wellbeing
 - AC4.5 explore individuals' knowledge and beliefs about health and wellbeing
 - AC4.6 encourage individuals and others to take responsibility for changing their behaviour
 - AC4.7 support individuals and others to access reliable and up-to-date information, advice and support
-

Unit 385

Health promotion initiatives to support individuals with their health and wellbeing

Supporting Information

Evidence requirements

LO1 and LO2, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Unit guidance

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

Unit 401

Promoting the physical health of individuals with mental ill-health

Unit level:	4
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	This unit enables learners to consider how physical health and mental impact on each other. Learners will understand the relevance of assessment of physical health needs for individuals with mental ill-health. Learners will be able to engage individuals in carrying out the assessment of their physical health needs and determining identified any courses of action. Learners will need to seek valid consent for both the assessment and any referral for further investigation or treatment.

Learning outcome

The learner will:

LO1 understand how to assess the physical health needs of individuals with mental ill-health

Assessment criteria

The learner can:

AC1.1 explain how physical health and mental health may impact on one another

AC1.2 describe how to apply the following in relation to assessing physical health needs for individuals with mental ill-health:

- needs-led assessment
- person-centred planning
- current, relevant legislation
- internal policies and procedures

AC1.3 explain the benefits of conducting a holistic assessment

Learning outcome

The learner will:

LO2 be able to carry out assessments of the physical health needs of individuals with mental ill-health

Assessment criteria

The learner can:

- AC2.1 obtain valid consent for the assessment
 - AC2.2 enable an individual to be fully involved in the assessment
 - AC2.3 carry out an assessment of an individuals' physical health needs in line with agreed ways of working
 - AC2.4 communicate in a way that is sensitive to the personal beliefs and preferences of an individual
 - AC2.5 identify whether the outcomes of the assessment require further advice, investigation or referral
-

Learning outcome

The learner will:

- LO3 be able to record the outcome of assessments of physical health needs

Assessment criteria

The learner can:

- AC3.1 record assessments in line with agreed ways of working
 - AC3.2 discuss the content of the assessment records with an individual
 - AC3.3 outline actions to take if an individual does not wish to share essential information with others
-

Learning outcome

The learner will:

- LO4 be able to take appropriate actions and make referrals following physical health assessments

Assessment criteria

The learner can:

- AC4.1 identify agreed actions to be taken in line with current ways of working
- AC4.2 identify where risks may be indicated for proposed courses of action
- AC4.3 obtain and record valid consent where referral is required
- AC4.4 explain the actions to take if valid consent is not given
- AC4.5 make referrals in line with agreed ways of working

Unit 401

Promoting the physical health of individuals with mental ill-health

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, LO3, LO4 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Unit guidance

AC2.1 Valid consent must be in line with current, relevant legal requirements.

AC3.3 Others may include:

- Family
- Friends
- Medical practitioners (physical)
- Colleagues
- Mental health practitioners
- Advocates

Unit 402

Enabling individuals with mental health challenges to manage their behaviour

Unit level:	4
Credit value:	4
GLH:	30
Assessment type:	Portfolio of evidence
Aim:	This unit provides learners with the knowledge and skills to work with individuals with mental ill-health which have a negative impact on their behaviour. Learners will consider the relevance of co-producing a strategy with agreed timescales with the individual that enables them to change behaviour. The focus is on helping the individual recognise the impact of their behaviour and develop alternative coping strategies.

Learning outcome

The learner will:

LO1 understand ways of working with individuals with mental ill-health impacting on behaviour

Assessment criteria

The learner can:

AC1.1 describe how the following may influence or trigger the **behaviour** of individuals with mental ill-health:

- a. personal factors
- b. social factors
- c. interpersonal factors

AC1.2 explain how own practice in relation to behaviour management of individuals with mental ill-health is affected by:

- a. organisation policies
- b. current, relevant legislation

AC1.3 explain how what is considered 'acceptable behaviour' is influenced by:

- a. culture
- b. gender
- c. personal beliefs
- d. media

AC1.4 identify sources of support that may help an individual manage behaviour which has a negative impact on themselves or others

AC1.5 explain how to assess and manage risks to the safety of self and others

AC1.6 describe ethical and moral dilemmas associated with behaviours that may harm individuals or others

Range

AC1.1 Behaviour should include positive and negative

Learning outcome

The learner will:

LO2 be able to gather and use relevant information to explore behavioural responses

Assessment criteria

The learner can:

AC2.1 obtain information about an individual's background, circumstances, behaviour and needs

AC2.2 use strategies to establish a positive working relationship with an individual with mental ill-health

AC2.3 review information to confirm it provides an accurate basis on which to explore behavioural responses

AC2.4 support an individual with mental ill-health to reflect on their behaviour that has a negative impact on themselves and others, to include:

- a. triggers
- b. patterns
- c. impact

AC2.5 support an individual with mental ill-health to identify:

- a. ways in which they could change their behavioural response
- b. benefits that a change may bring to themselves and others

AC2.6 explain the limitations of own role and when to seek further support

Learning outcome

The learner will:

LO3 be able to work with individuals with mental ill-health to plan and review a strategy for changing patterns of behaviour

Assessment criteria

The learner can:

AC3.1 support an individual to identify patterns of behaviour that they are willing to change

AC3.2 co-produce a strategy with agreed timescales for changing patterns of behaviour

AC3.3 support an individual to evaluate the effectiveness of the strategy

AC3.4 record and report the review in line with agreed ways of working

Unit 402

Enabling individuals with mental health challenges to manage their behaviour

Supporting Information

Evidence requirements

For LO1, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, LO3 and LO4, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Unit guidance

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

AC2.5-AC3.4 Others may include:

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

Unit 403

Supporting individuals to manage dysphagia

Unit level:	4
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to enable learners to develop their knowledge and skills when supporting individuals to manage dysphagia, especially in relation to nutritional intake. Learners will support individuals to maintain and maximise their participation in therapeutic activities when managing dysphagia. Learners will be able to record and share information with others.

Learning outcome

The learner will:

LO1 understand how dysphagia affects individuals

Assessment criteria

The learner can:

AC1.1 define the term 'dysphagia'

AC1.2 identify the main causes of dysphagia

AC1.3 explain the way swallowing may be affected

AC1.3 outline the main categories of dysphagia

AC1.4 identify the following associated with dysphagia

- a. major health risks
- b. secondary difficulties

AC1.5 describe the process of a 'safe swallow'

Learning outcome

The learner will:

LO2 understand how to support individuals to manage dysphagia in line with current, relevant legislation, protocols and guidelines

Assessment criteria

The learner can:

- AC2.1 outline current, relevant legislation, protocols and guidelines followed when supporting individuals with dysphagia
- AC2.2 explain how individuals with dysphagia can be actively encouraged to maintain and maximise their own health and wellbeing
- AC2.3 describe activities which support the development or maintenance of swallowing ability
-

Learning outcome

The learner will:

- LO3 understand the importance of nutrition for individuals with dysphagia

Assessment criteria

The learner can:

- AC3.1 explain the impact of dysphagia on the nutritional status of individuals
- AC3.2 outline practices to support the oral intake of food and drink
- AC3.3 describe how different food or drink textures and consistencies can support the nutrition of individuals with dysphagia
- AC3.4 describe safe feeding techniques used within own role
-

Learning outcome

The learner will:

- LO4 be able to support individuals participating in therapy programmes to manage dysphagia

Assessment criteria

The learner can:

- AC4.1 refer to therapy protocols as specified in an individual's care programme
- AC4.2 confirm an individual's identity and gain valid consent prior to carrying out the therapy programme
- AC4.3 explain the purpose of skill development activities to an individual and check their understanding
- AC4.4 seek advice from others if the level of support required by an individual is beyond own scope of practice
- AC4.5 encourage an individual to actively participate in the activity
- AC4.6 ensure food and drink used in the therapy
- is attractively presented
 - in the correct consistency
- AC4.7 encourage an individual to ask questions and seek further information from others
- AC4.8 provide an individual with opportunities to practice newly developed skills
- AC4.9 assist others in the development of:
- optimal feeding strategies for individuals with dysphagia
 - modelling and reinforcing strategies recommended by specialists
 - specialists
-

Learning outcome

The learner will:

LO5 be able to provide information to others regarding the impact of activities for individuals

Assessment criteria

The learner can:

AC5.1 maintain accurate records on the support provided to an individual, in line with agreed ways of working.

AC5.2 provide feedback to others

- a. on the outcome of the activities
- b. any changes that need to be made

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Unit 403

Supporting individuals to manage dysphagia

Supporting Information

Evidence requirements

For LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO4 and LO5, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Unit guidance

AC4.1 Valid consent must be in line with current, relevant legal requirements.

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

AC4.10 Others may include:

- Team members
- Other colleagues
- Specialist
- Therapists
- Families
- Informal carers

Unit 404

Supporting individuals to access education, training or employment

Unit level:	4
Credit value:	4
GLH:	33
Assessment type:	Portfolio of evidence
Aim:	The learner must be in a role which includes supporting an individual to access education, training or employment. This unit will embed and enhance the learner's underpinning knowledge and skills when supporting individuals to access education, training or employment.

Learning outcome

The learner will:

- LO1 understand the value of engagement in training, education or employment for individuals

Assessment criteria

The learner can:

- AC1.1 explain why engagement in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of individuals

Learning outcome

The learner will:

- LO2 understand how legislation, guidance and codes of practice support an individual to access training, education or employment

Assessment criteria

The learner can:

- AC2.1 outline the current legislation, guidance and codes of practice that support an individual to access training, education or employment
- AC2.2 explain how the legal duty to make reasonable adjustments by the learning providers and/or employers impacts on support for individuals when accessing training, education or employment
- AC2.3 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:

- LO3 understand the support available to individuals accessing education, training or employment

Assessment criteria

The learner can:

- AC3.1 identify agencies that provide support to individuals accessing education, training or employment
AC3.2 explain the support provided by the agencies identified
AC3.3 explain the positive impact that digital skills and technology has had on accessing education, training and employment
-

Learning outcome

The learner will:

- LO4 be able to support an individual to identify and access education, training or employment that meet needs and preferences

Assessment criteria

The learner can:

- AC4.1 work with individuals and others to identify education, training or employment opportunities
AC4.2 work with an individual and/or others to source accessible information on education, training or employment opportunities
AC4.3 support an individual to select education, training or employment
AC4.4 support an individual to complete applications to access education, training or employment
AC4.5 support an individual to prepare for interview or selection for education, training or employment
-

Learning outcome

The learner will:

- LO5 be able to support individuals to undertake education, training or employment

Assessment criteria

The learner can:

- AC5.1 outline own role and role of others in providing support to an individual to undertake education, training or employment
AC5.2 work with an individual and/or others to identify assistive technology, resources and support that may be needed to undertake education, training or employment
AC5.3 support an individual to undertake education, training or employment within the scope of own job role
-

Learning outcome

The learner will:

LO6 be able to evaluate engagement in education, training or employment

Assessment criteria

The learner can:

AC6.1 review with an individual and/or others how well the education, training or employment opportunity has met:

- a. expectations
- b. identified outcomes

AC6.2 review with an individual and/or others the continued support required to undertake education, training or employment

AC6.3 agree with an individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

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Unit 404

Supporting individuals to access education, training or employment

Supporting Information

Evidence requirements

For LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO4, LO5 and LO6, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Unit guidance

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

AC4.1 Employment opportunities: may include but not limited to:

- 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
- Visiting tradespeople

Unit 405

Supporting individuals to access and manage direct payments

Unit level:	4
Credit value:	4
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	<p>The learner must be in a role which includes the support and implementation of direct payments. The aim of this unit is to provide the learner with the underpinning knowledge and skills to support individuals with managing direct payments. This unit can apply to a number of care settings/services.</p>

Learning outcome

The learner will:

LO1 understand the role of direct payments

Assessment criteria

The learner can:

AC1.1 explain the purpose of direct payments

AC1.2 explain legislation and policies relating to direct payments for providing care and support

AC1.3 identify the range of services for which direct payments may be used

AC1.4 explain the term personalisation in relation to direct payments

Learning outcome

The learner will:

LO2 be able to support individuals to decide whether to use direct payments

Assessment criteria

The learner can:

AC2.1 identify sources of information and advice about using direct payments

AC2.2 identify the circumstances that need to be met for an individual to be eligible for direct payments

AC2.3 provide information and advice about direct payments in a way that is accessible to an individual and others

AC2.4 access specialist guidance about using direct payments

AC2.5 work with an individual and others to assess:

- a. whether a direct payment would be beneficial in meeting an individual's needs
 - b. the level and type of support needed to manage the direct payment
-

Learning outcome

The learner will:

LO3 be able to provide support to select services to be purchased with direct payments

Assessment criteria

The learner can:

- AC3.1 provide accessible information about services that are likely to meet an individual's needs
- AC3.2 work with an individual and others to select support that meets their needs within resources available
- AC3.3 support an individual to check and understand documents produced by service providers selected
-

Learning outcome

The learner will:

LO4 be able to provide support for completing paperwork associated with direct payments

Assessment criteria

The learner can:

- AC4.1 contribute to completing paperwork to apply for direct payments, in a way that promotes active participation
- AC4.2 support an individual to make payments for services purchased, in a way that promotes active participation
- AC4.3 contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation
-

Learning outcome

The learner will:

LO5 understand how to address difficulties, dilemmas and conflicts relating to direct payments

Assessment criteria

The learner can:

- AC5.1 explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments
- AC5.2 identify practical difficulties and conflicts that may arise in relation to direct payments
- AC5.3 describe strategies to resolve or minimise difficulties, dilemmas and conflicts
- AC5.4 how digital technology can be used to manage direct payments
-

Learning outcome

The learner will:

LO6 be able to contribute to reviewing the support provided through direct payments

Assessment criteria

The learner can:

AC6.1 agree with an individual any support needs and the required support to be purchased

AC6.2 work with an individual and others to evaluate the support they have purchased

AC6.3 agree and record any changes needed to the support purchased

AC6.4 provide feedback to organisations about the support purchased

Learning outcome

The learner will:

LO7 be able to contribute to reviewing the management of direct payments

Assessment criteria

The learner can:

AC7.1 work with an individual and others to review the management of the direct payment

AC7.2 agree and record any changes to the type and level of support needed for managing a direct payment

AC7.3 provide feedback to people and organisations about the management of an individual's direct payment

Unit 405

Supporting individuals to access and manage direct payments

Supporting Information

Evidence requirements

For LO1 and LO5, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

For LO2, LO3, LO4, LO6 and LO7, evidence must include direct observation, which may be supported by witness testimony where applicable. Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation, this will need to be agreed by the EQA.

Unit guidance

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

Others may include:

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

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

Unit 406

Understanding mentoring and coaching in adult care

Level:	4
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at learners who wish to develop their knowledge of mentoring and coaching within an adult care setting/service. Learners will gain an understanding of the difference between mentoring and coaching, their own role and responsibility, and the attributes needed to be a mentor and coach. Learners will consider the overall impact on a setting/service if mentoring and coaching is used.

Learning outcome

The learner will:

LO1 understand the differences between mentoring and coaching

Assessment criteria

The learner can:

AC1.1 explain the following terms:

- a. mentor
- b. coach

AC1.2 describe situations when mentoring might be used

AC1.3 describe situations when coaching might be used

AC1.4 analyse models for mentoring:

- a. traditional one-on-one
- b. distance
- c. group

Learning outcome

The learner will:

LO2 understand role and responsibilities when mentoring and coaching

Assessment criteria

The learner can:

- AC2.1 outline relevant and current legislation and regulation impacting on mentoring and coaching within adult care
 - AC2.2 explain **own role** and responsibilities when mentoring and coaching
 - AC2.3 describe limitations of confidentiality when mentoring and coaching
 - AC2.4 outline sources of support to deal with issues which are outside of own expertise and authority
-

Range

AC2.2 **own role** must include boundaries

Learning outcome

The learner will:

LO3 understand attributes needed to be a mentor and a coach

Assessment criteria

The learner can:

AC3.1 analyse how own values and behaviours can impact on a mentoring and coaching role

AC3.2 analyse the skills and qualities needed to be a mentor

AC3.3 analyse the skills and qualities needed to be a coach

Range

AC3.1 **impact:** must include positive and negative impact

Learning outcome

The learner will:

LO4 understand benefits of mentoring and coaching

Assessment criteria

The learner can:

AC4.1 explain the benefits mentoring and coaching has on own setting/service

AC4.2 describe barriers a setting/service may need to overcome when implementing mentoring and coaching

AC4.3 evaluate the impact of mentoring and coaching on the learning and development of colleagues

Supporting Information**Evidence requirements**

For LO1, LO2, LO3 and LO4, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Unit guidance

AC3.1 Values and behaviours to include consideration of attitudes and emotional awareness

AC4.2 Barriers may include but not limited to:

- Budget
- Time
- Training
- Expertise

Suggested supporting sources

www.skillsforcare.org.uk

www.businessballs.com

<https://www.pushfar.com>

Unit 407

Introduction to leadership and management within adult care

Level:	4
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	<p>This unit is aimed at learners who wish to develop their knowledge and understanding of leadership and management in adult care.</p> <p>It introduces principles, models and theories of management and leadership. Learners will consider the impact of these on their setting/service. The learner will explore the differences between a leader and a manager and the application of these to their role.</p>

Learning outcome

The learner will:

LO1 understand the difference between a leader and a manager

Assessment criteria

The learner can:

AC1.1 explain the following terms:

- a. leader
- b. manager

AC1.2 explain why it may be necessary to be both a leader and a manager in adult care

Learning outcome

The learner will:

LO2 understand principles, models and theories of leadership and management

Assessment criteria

The learner can:

AC2.1 describe a range of management principles

AC2.2 analyse different models and theories of leadership and management

AC2.3 explain why leadership styles may need to be adapted to manage different situations

AC2.4 describe conflicts which may arise between managers and leaders

Learning outcome

The learner will:

LO3 understand own role as a leader and manager in adult care

Assessment criteria

The learner can:

AC3.1 explain **own role** and responsibilities in relation to leadership and management

AC3.2 analyse how own values and behaviours **impact** on the culture of the team

AC3.3 evaluate how own leadership style can affect service delivery

Range

AC3.1 **own role:** must include boundaries

AC3.2 **impact:** must include positive and negative impact

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Unit 407

Introduction to leadership and management within adult care

Supporting Information

Evidence requirements

For all learning outcomes, evidence can include assignment tasks, reflective accounts, questioning and professional discussion.

Unit guidance

AC2.1 Principles may include but not limited to:

- Planning
- Controlling
- Managing
- Supporting
- Informing
- Evaluating
- Good communication
- Continued development

AC2.2 models and theories may include but not limited to:

- Maslow's hierarchy of needs
- D. Goleman's leadership styles and emotional intelligence
- P. Hersey & K. Blanchard – situational leadership
- M. Belbin – team roles
- K. Lewis leadership Style

AC2.3 different situation may include but not limited to:

- tension within the team
- tension between the team and others
- practice issues of individual team members
- managing or leading through change
- managing or leading an established and functioning team
- managing or leading when the team is under stress

AC3.2 values and behaviours to include consideration of attitudes and emotional awareness

Suggested sources

www.businessballs.com

www.skillsforcare.org.uk

www.leadershipacademy.nhs.uk

Unit 408

Understanding how to support the induction process in adult care

Level:	4
Credit value:	3
GLH:	18
Assessment type:	Portfolio of evidence
Aim:	<p>This unit is aimed at learners who wish to develop their knowledge and understanding of the induction process within adult care.</p> <p>The learner will gain an understanding of what is involved in the induction process, their own role within this and the use of digital technology. The learner will also gain an understanding of the documentation and evaluation of the induction process.</p>

Learning outcome

The learner will:

LO1 understand the role of the induction process within adult care

Assessment criteria

The learner can:

AC1.1 outline what must be covered within the induction process

AC1.2 explain why induction is important for:

- a. new team members
- b. individuals
- c. organisations

AC1.3 identify organisational processes and support materials available to promote effective induction

AC1.4 explain how induction promotes safeguarding individuals and others within adult care

AC1.5 evaluate how induction processes support new team members to gain the knowledge, skills and behaviours required to work within adult care

Learning outcome

The learner will:

LO2 understand own role and responsibilities in relation to the induction process

Assessment criteria

The learner can:

AC2.1 explain **own role** and responsibility in relation to induction of new team members

AC2.2 describe potential conflicts that may arise during the induction process

AC2.3 explain ways to overcome conflicts that may arise during the induction process

AC2.4 evaluate how own knowledge, skills and behaviour can **impact** on the induction process

Range

AC2.1 **own role** must include boundaries

AC2.4 **impact**: must include the positive and negative impact

Learning outcome

The learner will:

LO3 understand the impact of digital technology has on the induction process

Assessment criteria

The learner can:

AC3.1 identify digital platforms which can support induction within adult care

AC3.2 **describe** the potential challenges of using digital platforms during induction

AC3.3 evaluate the **impact** digital technology has on induction

Range

AC3.3 **impact**: must include:

- positive impact
 - negotiate impact
 - cost of implications
-

Learning outcome

The learner will:

LO4 understand the relevance of the induction process

Assessment criteria

The learner can:

AC4.1 identify documentation to be completed at induction

AC4.2 explain how the induction process is linked to the continued development of the team members

AC4.3 evaluate the effectiveness of the induction process within own service setting

Range

AC4.3 **effectiveness** must include improvements. If no improvement can be made the learner must explain why.

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Supporting Information**Evidence requirements**

For LO1, LO2, LO3 and LO4, evidence can include assignment tasks, reflective accounts, questioning, professional discussion.

Unit guidance

AC2.2 Conflicts may include but not limited to:

- Power imbalance
- Poor staff attitude
- Poor performance from the new team member

Suggested supporting sources

www.skillsforcare.org.uk

www.businessballs.com

www.acas.org.uk

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Level:	4
Credit value:	4
GLH:	24
Assessment type:	Portfolio of evidence
Aim:	<p>This unit is aimed at learners who wish to develop their knowledge and understanding of recruitment within adult care.</p> <p>The learner will gain an understanding of relevant legislation and regulation impacting on recruitment processes. Learners will understand their own role and that of others in recruitment processes. The learner will understand the relevance of digital technology in recruitment.</p>

Learning outcome

The learner will:

LO1 understand how legislation and regulation affects recruitment within adult care

Assessment criteria

The learner can:

AC1.1 outline the current relevant legalisation and regulation which underpins recruitment within adult care

AC1.2 explain how legalisation and regulation impacts on recruitment within adult care

AC1.3 explain the consequences of not meeting required legalisation and regulation when recruiting new members of the team

Learning outcome

The learner will:

LO2 understand own role and responsibilities within recruitment

Assessment criteria

The learner can:

AC2.1 describe own role and responsibilities within recruitment

AC2.2 explain the relevance of ensuing confidentiality during the recruitment process

AC2.3 analyse how own values and behaviours can affect the recruitment process

AC2.4 describe challenges which may occur during the recruitment process

AC2.5 explain when to seek support and advice during the recruitment process

AC2.6 outline source of support to help deal with challenges within the recruitment process

Learning outcome

The learner will:

LO3 understand the role of others within recruitment

Assessment criteria

The learner can:

AC3.1 outline the role and responsibilities a manager has in relation to recruitment

AC3.2 identify others that might be involved in the recruitment process

AC3.3 describe the relevance of criminal record checks on recruitment

Learning outcome

The learner will:

LO4 understand the recruitment process

Assessment criteria

The learner can:

AC4.1 identify organisational documentation used during the recruitment process

AC4.2 describe the steps of a recruitment process in own setting/service

AC4.3 describe the steps to take once a candidate has been successfully recruited

Learning outcome

The learner will:

LO5 understand the role digital technology has on recruitment

Assessment criteria

The learner can:

AC5.1 identify digital platforms which can support recruitment within adult care

AC5.2 describe the potential challenges of using digital platforms during recruitment

AC5.3 evaluate the **impact** digital technology has on recruitment

Range

impact: must include:

- positive impact
 - negotiate impact
 - cost implications
-

Evidence requirements

For all learning outcomes, evidence can include assignment tasks, reflective accounts, questioning, professional discussion.

Suggested supporting sources

www.skillsforcare.org.uk

www.businessballs.com

www.gov.uk

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Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre Document Library** on **www.cityandguilds.com** or click on the links below:

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 Document Library** also contains useful information on such things as:

- Conducting examinations
- Registering learners
- Appeals and malpractice

Appendix 2 Skills for Care and Development Assessment Principles March 2016 extract

1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).

1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations

1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.

1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:

<http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>

1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.

1.6 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

1.7 Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice'

2. Assessment Principles

Good practice dictates the following:

2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.

2.3 Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.

2.4 Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.

2.5 Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

2.6 Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.

2.7 Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.

2.8 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

2.9 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.

2.11 Assessment of knowledge based learning outcomes

- may take place in or outside of a real work environment
- must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor

2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

2.13 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3 Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.

3.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (eg to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)

3.3 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.

3.4 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4 Definitions

4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 **Occupationally knowledgeable:** This means that each assessor should possess, knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications,

4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.

4.5 **Expert witness:** 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 within their area of expertise.

4.6 Witness testimony: Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

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Appendix 3 Unit barring rules

Unit 203	Supporting individuals to manage continence	is barred with	Unit 350	Supporting urinary continence management and catheter care in health and care settings
Unit 322	Supporting the use of medication in adult care	is barred with	Unit 323	Administering medication to individuals and monitor the effects
Unit 323	Administering medication to individuals and monitor the effects	is barred with	Unit 322	Supporting the use of medication in adult care
Unit 331	Promoting effective communication with individuals experiencing significant sensory loss	is barred with	Unit 338	Assisting individuals with specific communication needs
Unit 333	Positive behaviour support in adult care	is barred with	Unit 334	Promoting positive behaviour
Unit 333	Positive behaviour support in adult care	is barred with	unit 336	Supporting individuals to manage their behaviour
Unit 334	Promoting positive behaviour	is barred with	Unit 333	Positive behaviour support in adult care
Unit 334	Promoting positive behaviour	is barred with	unit 336	Supporting individuals to manage their behaviour
Unit 336	Supporting individuals to manage their behaviour	is barred with	Unit 333	Positive behaviour support in adult care
Unit 336	Supporting individuals to manage their behaviour	is barred with	Unit 334	Promoting positive behaviour

Unit 338	Assisting individuals with specific communication needs	is barred with	Unit 331	Promoting effective communication with individuals experiencing significant sensory loss
Unit 350	Supporting urinary continence management and catheter care in health and care settings	is barred with	Unit 203	Supporting individuals to manage continence
Unit 365	Promoting health and wellbeing of people with learning disabilities and/or autistic people	is barred with	unit 371	Supporting individuals within a shared living environment
Unit 367	Supporting meaningful activity and independence active support	is barred with	unit 368	Promoting active support
Unit 368	Promoting active support	is barred with	unit 367	Supporting meaningful activity and independence active support
Unit 371	Supporting individuals within a shared living environment	is barred with	unit 365	Promoting health and wellbeing of people with learning disabilities and/or autistic people

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Appendix 4 Digital skills mapping

Digital Skills may be practiced, developed, and/or embedded in the following units, learning outcomes and assessment criteria.

Unit Number	Unit Title	Learning Outcome (LO) and Assessment Criteria (AC)
Mandatory Units		
300	Responsibilities and ways of working in adult care settings/services	LO3 AC 3.1, 3.2, 4.1
301	Safeguarding and protection in adult care settings/services	LO7 ACs 7.1, 7.2, 7.3, 7.4
302	Understanding mental capacity and restrictive practice	LO2 AC2.4
303	Understanding duty of care	LO2 AC 2.3 LO3 AC 3.2 LO4 ACs 4.2, 4.3
304	Effective communication in adult care settings/services	LO1 AC1.3 LO2 ACs 2.1, 2.3, 2.4, 2.6 LO3 AC 3.1, 3.2, 3.3, 3.4 LO4 AC 4.1, 4.2, 4.3, 4.4
305	Handling information in adult care settings/services	LO1 ACs 1.1, 1.2, 1.3, LO2 ACs 2.1, 2.2, 2.3
306	Promoting and implementing person-centred practice	LO1 AC 1.3 LO3 AC 3.1, 3.2, 3.3
307	Promoting choice and independence in adult care settings/services	LO2 AC 2.3 LO3 AC 3.3
308	Supporting individuals with their health and wellbeing	LO1 ACs 1.3, 1.5, 1.6 LO2 AC 2.1 LO3 AC 3.2, 3.3 LO4 AC 4.1
309	Promoting equality, diversity, inclusion and human rights in adult care settings/services	LO3 AC 3.4
310	Promoting health and safety in adult care settings/services	LO3 ACs 3.4, 3.6
311	Supporting infection prevention and control in adult care settings/services	LO2 AC 2.1
312	Implementing health and safety in adult care settings/services	LO1 AC 1.1
313	Continuous development when working in an adult care worker role	LO1 ACs 1.2, 1.4 LO2 AC2.2, 2.3, 2.4, 2.5 LO3 AC 3.4 LO4 AC 4.1 LO5 AC 5.4

314	Understanding personal wellbeing	LO3 ACs 3.2, 3.3
Optional Units		
Multiple optional units	Any activities requiring recording, updating or storage of information or use of digital equipment, could provide opportunities for learners to further develop their digital skills.	
213	Contribute to the monitoring of the health of individuals affected b health conditions	LO2 ACs 2.2, 2.3, 2.4
320	Supporting individuals to access and use services and facilities	LO1 ACs 1.1, 1.6 LO2 AC 2.1
322	Supporting the use of medication in adult care	LO7 ACs 7.1, 7.3, 7.4
327	Supporting person-centred thinking and planning in adult care	LO4 ACs 4.3, 4.4 LO5 AC 5.3
331	Promoting effective communication with individuals experiencing sensory loss	LO2 ACs 2.1, 2.2, 2.3, 2.4 LO3 AC 3.3
337	Understanding how to support the use of assistive technology in adult care setting/services	Throughout the unit
338	Assisting individuals with specific communication needs	LO2 ACs 2.1, 2.2, 2.3
339	Undertaking physiological measurements	
343	Implementing therapeutic group activities	LO1 AC1.5 LO4 AC 4.3
345	Providing information and advice to individuals on improving/maintaining optimum nutritional status	LO4 AC 4.3 LO5 ACs 5.1, 5.2
405	Supporting individuals to access and manage direct payment systems	LO2 ACs 2.1, 2.3, 2.4 LO3 AC 3.3 LO4 ACs 4.1, 4.2, 4.3

Appendix 5 Leadership skills mapping

Leadership skills may be practiced, developed, and/or embedded in the following units, learning outcomes and assessment criteria.

Unit Number	Unit Title	Learning Outcome (LO) and Assessment Criteria (AC)
Mandatory Units		
300	Responsibilities and ways of working in adult care settings/services	LO1 ACs 1.3, 1.5 LO3 AC 3.3 LO4 ACs 4.1, 4.2
301	Safeguarding and protection in adult care settings/services	LO1 1.3
302	Understanding mental capacity and restrictive practice	Learners may be able to demonstrate leadership skills if they agree with their employer that they will champion this area of work and support others
303	Understanding duty of care	LO4 AC 4.3
304	Effective communication in adult care settings/services	LO4 AC 4.4
305	Handling information in adult care settings/services	Learners may be able to demonstrate leadership skills if they agree with their employer that they will champion this area of work and support others
306	Promoting and implementing person-centred practice	LO1 AC 1.8
307	Promoting choice and independence in adult care settings/services	Learners may be able to demonstrate leadership skills if they agree with their employer that they will champion this area of work and support others
308	Supporting individuals with their health and wellbeing	LO1 AC 1.6
309	Promoting equality, diversity, inclusion and human rights in adult care settings/services	LO2 AC 2.4 LO3 AC 3.2 LO4 AC 4.2
310	Promoting health and safety in adult care settings/services	Learners may be able to demonstrate leadership

311	Supporting infection prevention and control in adult care settings/services	skills if they agree with their employer that they will champion any of these areas of work and support others
312	Implementing health and safety in adult care settings/services	
313	Continuous development when working in an adult care worker role	LO4 AC 4.4 LO5 AC 5.1, 5.2, 5.3, 5.4, 5.5
314	Understanding personal wellbeing	Learners may be able to demonstrate leadership skills if they agree with their employer that they will champion this area of work and support others
Optional Units		
328	Knowledge skills and behaviours expected of a lead adult care worker	LO2 AC 2.1, 2.2, 2.3, 2.4, 2.5
329	Developing practice leadership skills	All content of these units is relevant
406	Understanding mentoring and coaching in adult care	
407	Introduction to leadership and management within adult care	
408	Understanding how to support the induction process in adult care	
409	Understanding recruitment in adult care	

Useful contacts

Please visit the Contact Us section of the City & Guilds website, [**Contact us**](#)

City & Guilds

For almost 150 years we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

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

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