City & Guilds Level 3 Diploma in Adult Care (3096-32)

Version 1.1 (June 2026)

Qualification Handbook

Approved by

skillsforcare

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	3096-32	610/7031/2	390	580

Version and date	Change detail	Section
1.0 April 2026	Initial version	All
1.1 June 2026	Amended unit guidance numbering	Unit 601

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1 Introduction

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

Area	Description
Who is the qualification for?	The City & Guilds Level 3 Diploma in Adult Care is an occupational qualification for learners who work in Adult Care Settings in England. The qualification is linked to the Lead Adult Care Worker Apprenticeship and is applicable to a 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: • Lead Adult Care Worker • Lead Personal Assistant • Key Worker • Domiciliary Care Worker • Senior Care Assistant • Support Worker
What does the qualification cover?	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.
What opportunities for progression are there?	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. 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 (3096-52) providing they are in an appropriate job role.

Who did we develop the qualification with?	This qualification is endorsed by Skills for Care, the strategic workforce development planning body 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 learners must 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

Barred Units

Unit 322 is barred with unit 323
Unit 323 is barred with unit 322
Unit 331 is barred with unit 338
Unit 333 is barred with unit 334
Unit 333 is barred with unit 336
Unit 334 is barred with unit 336
Unit 334 is barred with unit 333
Unit 336 is barred with unit 333
Unit 336 is barred with unit 334
Unit 338 is barred with unit 331
Unit 367 is barred with unit 368
Unit 368 is barred with unit 367

Please see Appendix 3

City & Guilds unit number	Unit level	Unit title	Group	Credit Value	GLH
Mandatory					
3096-600	3	Ways of working in adult care settings/services	M	2	18
3096-601	3	Safeguarding in adult care settings/services	M	3	24
3096-602	3	Mental capacity and restrictive practice	M	2	18
3096-603	3	Duty of care	M	2	15
3096-604	3	Effective communication in adult care settings/services	M	3	25
3096-605	3	Handling information in adult care settings/services	M	2	15
3096-606	3	Person-centred practice	M	3	22
3096-607	3	Choice and independence in adult care settings/services	M	3	22
3096-608	3	Health and wellbeing	M	3	22
3096-609	3	Equality, diversity, inclusion and human rights in adult care settings/services	M	2	18
3096-610	3	Health and safety (general) in adult care settings/services	M	3	20
3096-611	3	Infection prevention and control in adult care settings/services	M	2	15
3096-612	3	Health and safety (topics) in adult care settings/services	M	3	20
3096-613	3	Continuous development	M	3	20
3096-614	3	Personal wellbeing	M	3	20
Optional					
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	3	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	4	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
3096-386	3	Supporting neurodiversity in adult care settings	A	3	30
3096-387	3	Promoting trauma-informed practice when supporting individuals	A	3	30
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	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 any of the following qualifications,

- Level 3 Diploma in Adult Care (3095-31 **or** 3096-31)
- Level 4 Diploma in Adult Care (4222-34)
- Level 5 in Leadership and Management for Adult Care (3080-51 **or** 3096-51)

then you will be automatically approved to offer the new City & Guilds Level 3 Diploma in Adult Care (3096-32). 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

Most of the 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 and Development Assessment Principles November 2025 on the Skills for Care website:

https://www.skillsforcare.org.uk/resources/documents/Developing-your-workforce/Qualifications/Awarding-organisations/Skills-for-Care-and-Development-Assessment-Principles.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 using:

- 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 using 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

The City & Guilds Level 3 Diploma in Adult Care 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/resources/documents/Developing-your-workforce/Qualifications/Awarding-organisations/Skills-for-Care-and-Development-Assessment-Principles.pdf

Robust initial assessments are needed to identify and plan for each learner's needs, ensuring their role and responsibilities meet all qualification requirements, including the mandatory and optional units.

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 must only be used to assess skills-based learning outcomes when specified in the unit assessment requirements or agreed with the AO/B or agreed with the External Quality Assurer acting on behalf of the AO/B.**

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 and not be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or 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 candidates' 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. Appropriate processes to identify and recruit, confirm, support, and standardise suitable expert witnesses should be applied by the centre and assured by the AO/B.

An expert witness must:

- have a working knowledge of the relevant units
- be occupationally competent in the relevant units, and
- have either a qualification in workplace assessment or a role evaluating staff performance within their area of expertise.

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. Occasions where this is needed must be discussed and agreed with the AO/B. This should not be the sole primary method used in place of all observations.
- **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. Informed consent must be gained for those providing witness testimonies.

- **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 and avoid duplication of learning.

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 requirements 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 600 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 agreed ways of working

Assessment criteria

The learner can:

AC1.1 describe why it is important to work within the scope of own role, responsibility, and training
AC1.2 define what is meant by the term 'delegated healthcare activity'
AC1.3 explain own limitations and responsibilities when undertaking delegated health tasks
AC1.4 explain who might delegate a healthcare task and why
AC1.5 explain own role in the quality assurance processes to promote positive experiences for individuals receiving care

Learning outcome

The learner will:

LO2 be able to work in ways that are agreed with the employer

Assessment criteria

The learner can:

AC2.1 access full and up-to-date details of agreed ways of working

AC2.2 demonstrate how to implement agreed ways of working within scope of own job role
AC2.3 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:

LO3 understand working relationships in care settings/services

Assessment criteria

The learner can:

AC3.1 explain how a working relationship is different from a personal relationship
AC3.2 describe different working relationships in care settings/services
AC3.3 explain why it is important to work in partnership with others
AC3.4 describe different skills and approaches used when working in partnership with others
AC3.5 outline how and when to access support and advice about:
a. partnership working
b. resolving conflicts in relationships and partnerships

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

Unit 600 Ways of working in adult care settings/services

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a primarily skills-based unit.

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

For LO3 and LO4, evidence should include observation of direct practice in the workplace, 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.

Due to the nature of the unit and scenarios where this evidence is likely to be gained (e.g. in direct and holistic practices in the working environment), direct observation for LO3 and LO4 should be in actual person and not carried out remotely.

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

Unit guidance

AC1.2 and 1.3: Delegated healthcare activities: A delegated healthcare activity 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 dressings
- Supporting a person's nutrition using a peg (percutaneous endoscopic gastrostomy)
- Supporting a person to manage their diabetes through insulin administration and monitoring

Note, designated healthcare tasks can only be carried out by the care worker after they have received training from and have been deemed competent by a registered healthcare professional. Updates must also be provided by the registered healthcare practitioner to ensure currency.

AC2.1 Agreed ways of working these will include policies and procedures, job descriptions and less formal agreements and expected practices

AC3.2 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

AC3.3 Quality assurance processes: this will include own role, understanding and accountability with internal governance and processes used such as assurance and auditing procedures

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

Training and competence in medicines optimisation for adult social care staff - Care Quality Commission

Unit 601 Safeguarding in adult care settings/services

Level:	3
Credit value:	3
GLH:	24
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 and improper treatment have influenced current practice

AC1.4 outline sources of information and advice about own role in:

a. safeguarding and protecting individuals from abuse
b. whistle blowing
c. accountability for decision making
d. 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 know how to recognise signs of abuse and improper treatment

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

AC2.4 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. improper treatment/ acts of omission
   j. self-neglect

AC2.5 identify indicators that an individual may be being abused

AC2.6 identify indicators of perpetrator behaviour

Learning outcome

The learner will:

LO3 understand ways to reduce the likelihood of abuse or improper treatment occurring

Assessment criteria

The learner can:

AC3.1 describe how the likelihood of abuse may be reduced by:
   a. working with **person-centred values**
   b. enabling active participation
   c. promoting choice and rights
   d. supporting individuals with awareness of personal safety
   e. working in partnership with others

AC3.2 explain how an accessible complaints procedure may reduce the likelihood of abuse

AC3.3 outline how the likelihood of abuse can be reduced by:

a. managing risk
b. focusing on prevention

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

Range

AC4.1 **person-centred values:** must include

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership

Learning outcome

The learner will:

LO5 know how to recognise and report unsafe practices

Assessment criteria

The learner can:

AC5.1 describe unsafe practices that may affect the wellbeing of individuals
AC5.2 explain the actions to take if unsafe practices have been identified
AC5.3 describe the actions to take if suspected abuse or unsafe practices have been reported but no action has been taken in response

Learning outcome

The learner will:

LO6 understand the principles of online safety

Assessment criteria

The learner can:

AC6.1 explain the importance of balancing online safety measures with the benefits individuals can gain from accessing activities online
AC6.2 explain why it is important to uphold an individual's rights to make informed decisions about online safety
AC6.3 describe the potential risks to individuals using:
a. electronic communication devices
b. the internet
c. social networking sites
d. online financial transactions
AC6.4 describe ways of working inclusively with individuals to reduce risks presented by online activities

Unit 601 Safeguarding in adult care settings/services

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge only based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

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

Unit guidance

AC1.1 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

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

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

Whistleblowing: where a person (the whistle blower) exposes any kind of information or activity that is deemed illegal, unethical, or incorrect

AC2.3 Factors include:

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

AC2.4 Domestic abuse: includes acts of control and coercion

AC2.5 Indicators: learners should consider different kinds of abuse/improper treatment and the physical, emotional, behavioural, and social indicators that suggest they may be occurring or have occurred

AC3.1 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

AC4.1 and AC4.2: 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

AC4.7 Where the assessment criteria indicates 'how' and 'when' both need to be covered

AC4.8 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, including national policies or frameworks in current use. This may include but is not limited to current legislation including,

- Mental Capacity Act
- Human Rights Act
- Equality Act
- Mental Health Act
- Health and Social Care Act
- Care Act

AC5.1 Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties

AC5.1 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

AC6.4 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 602 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 and interact with 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

a. consent
b. choice
c. 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 importance and impact of 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 602 Mental capacity and restrictive practice

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge only based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Please refer to the Assessment section of the 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.

AC2.5 Own role: learners should consider the scope of their job responsibilities and agreed ways of working.

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

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
www.nhs.uk

Unit 603 Duty of care

Level:	3
Credit value:	2
GLH:	15
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

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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

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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 603 Duty of care

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge only based unit.

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

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Please refer to the Assessment section of the 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

Search for complaints

www.hse.gov.uk
www.lgo.org.uk/adult-social-care
www.scie.co.uk
www.skillsforcare.org.uk

Unit 604 Effective communication in adult care settings/services

Level:	3
Credit value:	3
GLH:	25
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 people's communication needs and preferences

Assessment criteria

The learner can:

AC2.1 describe a range of communication styles, methods and skills 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 when promoting effective communication
AC2.4 explain how digital tools 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

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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
AC3.5 demonstrate how to overcome barriers to using technology with others

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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

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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 when and why confidentiality may need to be breached
AC6.4 describe the potential tension between maintaining an individual's confidentiality and disclosing concerns
AC6.5 describe how own duty of care contributes to safe practice in the workplace, within
a) communication
b) maintaining confidentiality
c) using digital recording and digital and systems

Unit 604 Effective communication in adult care settings/services

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a primarily skills-based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

For LO3 and LO4 evidence should include observation of direct practice in the workplace, 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.

Due to the nature of the unit and scenarios where this evidence is likely to be gained (e.g. in direct and holistic practices in the working environment), direct observation for LO3 and LO4 should be in actual person and not carried out remotely.

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 styles, methods, and skills: Learners must include the use of digital technology (e.g. digital social care records (DSCRs), integrated care systems (ICSs) and shared records, artificial intelligence and smart technologies, AI-Assisted Administrative Support (Magic note)) within their own setting and other settings in the context of their role and should consider additional communication styles, methods, and skills that may include:

- Verbal – words, voice, tone, pitch, spoken and written
- Non-verbal – body language, proximity, eye contact, touch, gestures, behaviour
- Additional methods to support communication – signs, symbols and pictures, objects of reference
- Face to face communication (physically together or online)
- Carers, loved ones, family, friends of those accessing care and support services

AC2.4 Digital and other technologies: learners should consider:

- video calling platforms – Zoom, Microsoft Teams, WhatsApp video
- electronic Care planning Systems
- mobile phones and tablets
- speech-to-text or text-to-speech apps
- Augmentative and alternative communication Tools (AAC)
- NHS-mail and care-specific messaging platforms
- Other (non-digital) technologies.

AC2.5 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

AC2.6 Services: may include:

- translation services
- interpretation services
- speech and language services
- advocacy services.
- communication and support teams
- occupational therapy (OT)
- assistive technology services
- specialist teams which support individuals.

AC2.7 Poor or inappropriate: this may include, but is not limited to:

- patronising/infantizing individuals
- not listening to individuals
- not being available to communicate effectively
- not respecting individuals' communication preferences, needs or strengths
- using communication skills to control or take ownership of an interaction.
- interrupting or talking over someone
- offering inappropriate or unsolicited advice
- placating an individual.

AC3.4 How to overcome: this must include identification of the barrier and how that barrier is to be overcome.

AC3.5 Barriers: may include, but are not limited to:

- environment
- time
- own physical, emotional or psychological state
- physical, emotional or psychological state of others
- own skills, abilities or confidence
- own or others' prejudices
- conflict
- access to technology
- device charging and operation.
- wi-fi access.

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

AC6.5 Digital recording and Digital systems: in this context, learners must show understanding of how digital systems and digital technologies are used to support safe practices – this may include but is not limited to:

- electronic care plans
- incident logs
- audit trails
- safeguarding alerts.

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

Unit 605 Handling information in adult care settings/services

Level:	3
Credit value:	2
GLH:	15
Assessment type:	Portfolio of evidence
Aim:	This unit is to ensure that those working within the care 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 features of systems that help 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 sharing, storing and accessing

a. manual information
b. electronic 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 for

a. manual records
b. electronic records

AC2.4 demonstrate how to support audit processes in line with own role and responsibilities

Unit 605 Handling information in adult care settings/services

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a primarily skills-based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

For LO2, evidence should include observation of direct practice in the workplace, 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.

Due to the nature of the unit and scenarios where this evidence is likely to be gained (e.g. in direct and holistic practices in the working environment), direct observation for LO2 should be in actual person and not carried out remotely.

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

Unit guidance

AC1.1 Policies and codes of practice: Learners must refer to their own work setting's policies and codes of practices and should consider:

- Confidentiality
- individuals' rights
- workplace use of AI policy
- workplace digital and use of technology policy

Current versions of the following legislations:

- General Data Protection Regulation (GDPR)
- Data Protection Act
- Freedom of Information Act
- Data (Use and Access) Act

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 Sharing, storing and accessing information: where caregivers are required to share, store and access information manually and electronically assessment must include manual (paper-based) and electronic (digital) within assessment.

Learners must consider in their practice their own workplace procedures and arrangements for sharing, storing, accessing, and sharing information across both formats.

Learners should also consider how information is securely transferred or shared between digital systems and paper records online within data protection and confidentiality requirements.

AC2.3 Records: learners are required to use both electronic and manual record systems, so 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

ww.ico.org.uk

www.nice.org.uk

www.digital.nhs.uk

www.skillsforcare.org.uk

Unit 606 Person-centred practice

Level:	3
Credit value:	3
GLH:	22
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at supporting the development of knowledge and skills in the promotion and implementation of person-centred practice. 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 describe how person-centred values can be applied in a range of situations

AC1.2 explain how to effectively build relationships with individuals

AC1.3 explain why person-centred values and strength-based approaches must influence all aspects of adult care work

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

AC1.5 describe how to use a range of **resources** to apply person-centred values and strength-based approaches.

AC1.6 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

AC1.7 describe how to seek feedback to support the delivery of person-centred care in line with own roles and responsibilities

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

Range

AC1.5 **Resources**: must include care plans, relevant digital social care records (DSCRs) and other relevant resources.

Learning outcome

The learner will:

LO2 understand the importance of individuals' relationships

Assessment criteria

The learner can:

AC2.1 describe the different people and relationships that may be 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 606 Person-centred practice

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skills-based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

For LO3, evidence should include observation of direct practice in the workplace, 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.

Due to the nature of the unit and scenarios where this evidence is likely to be gained (e.g. in direct and holistic practices in the working environment), direct observation for LO3 should be in actual person and not carried out remotely.

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

Unit guidance

AC1.1 Situations: could include complex and sensitive situations for example being given bad news, bereavement, personal care

AC1.2, 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

AC1.3, AC1.4, AC1.5: Person-centred values: including individuality, rights, choice, privacy, independence, dignity, respect, partnership

AC1.5 Resources: to include care plans, relevant digital social care records (DSCRs) and other relevant resources.

A care plan may be known by other names such as a support plan or individual plan and are central to providing person-centred care. Digital care plans are used in place of, or alongside paper-based records. These are often part of the Digital Social Care Record (DSCR) which help ensure that information is up-to-date, securely stored and easily accessible to the appropriate persons.

In addition to care plans and digital care plans, other resources that support person-centred care may include:

- one-page profiles
- advanced care plans
- assessments from other organisations
- information from family, carers and others.

These resources, paper based and/or digital contribute to a full picture of the individual's needs and support safe, coordinated and high-quality care.

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.uk

Unit 607 Choice and independence in adult care settings/services

Level:	3
Credit value:	3
GLH:	22
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at supporting the development of knowledge and skills in the promotion of choice and independence in adult care. 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 be able to promote individuals' rights to make choices

Assessment criteria

The learner can:

AC1.1 demonstrate how to support individuals to make informed choices and decisions
AC1.2 establish informed consent when providing care and support
AC1.3 demonstrate the use of support mechanisms and guidance to promote an individual's right to make choices
AC1.4 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:

LO2 be able to promote individuals' independence

Assessment criteria

The learner can:

AC2.1 involve an individual in their care and support

AC2.2 support individuals to recognise their strengths and abilities to gain confidence to self-care
AC2.3 identify a range of technologies that can support or maintain individual's independence

Learning outcome

The learner will:

LO3 understand the role of risk assessments in promoting person-centred approaches, choice and independence

Assessment criteria

The learner can:

AC3.1 explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks
AC3.2 outline risk assessment methods used to promote choice and independence used in different situations
AC3.3 describe own role when undertaking risk assessments to promote choice and independence
AC3.4 explain why it is important to review and update individuals' risk assessments
AC3.5 describe when individuals' risk assessments should be reviewed and updated
AC3.6 explain who should be involved in the review and update of individuals' risk assessments

Unit 607 Choice and independence in adult care settings/services

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skills-based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

For LO1 and LO2, evidence should include observation of direct practice in the workplace, 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.

Due to the nature of the unit and scenarios where this evidence is likely to be gained (e.g. in direct and holistic practices in the working environment), direct observation for LO2 and LO3 should be in actual person and not carried out remotely.

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 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

AC1.3 Support mechanisms and guidance: may include:

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

AC2.2 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.

AC2.3 **Technologies:** may include smart home and assistive technologies, robotics and AI integration, digital tools and applications, remote health monitoring and cognitive support technologies.

AC3.2 Risk assessment methods in line with:

- Organisational policies
- Procedures
- Practices.

Suggested supporting resources

www.nice.org.uk

www.skillsforcare.org.uk

Unit 608 Health and wellbeing

Level:	3
Credit value:	3
GLH:	22
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 the relationship between **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 and wellbeing

Assessment criteria

The learner can:

AC2.1 define what is meant by 'prevention'
AC2.2 identify the role of prevention in supporting individuals to stay healthy, happy and independent for as long as possible
AC2.3 describe ways to engage, support and involve individuals in monitoring their own health and wellbeing
AC2.4 identify the early indicators of physical health deterioration
AC2.5 identify the early indicators of mental health deterioration
AC2.6 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 a person-centred approach to working with others to improve an individual's health and wellbeing

Unit 608 Health and wellbeing

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skills-based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

For LO3 and LO4, evidence should include observation of direct practice in the workplace, 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.

Due to the nature of the unit and scenarios where this evidence is likely to be gained (e.g. in direct and holistic practices in the working environment), direct observation for LO3 and LO4 should be in actual person and not carried out remotely.

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

AC2.1 Prevention **–** prevention involves recognising and responding to individuals' needs as early as possible with the aim of reducing risk of health and wellbeing deterioration.

Learners must show consideration for: Early intervention, community engagement, environmental adaptations, technology integration, cultural competence, mental health support and economic assistance.

AC2.3 Engage – would include, working with and supporting individuals, involving them in monitoring their own care, health, wellbeing and support needs.

AC2.4 and 2.5 Early indicators: these may also be referred to as 'soft signs' of deterioration and include: restlessness, confusion, temperature changes, changes in mobility, pain, discoloured skin, changes in appetite, breathing difficulties, changes to urine or bowel habits, sickness, changes in mood or temperament.

AC2.6 Learners must explain how to escalate concerns and who must be informed

AC3.2 Monitoring helps to put in place early support to protect an individual's wellbeing and should look at a whole individual's physical, emotional, and social wellbeing. Ways to monitor wellbeing my include but are not limited to monitoring plans, self-monitoring, technologies, emotional support, social networks, access to healthcare and screening. May include clinical and non-clinical approaches.

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

www.cipd.co.uk
www.mind.org.uk
www.england.nhs.uk
www.gov.uk
www.nice.org.uk/guidance/lifestyle-and-wellbeing
www.skillsforcare.org.uk

Unit 609 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 the development of knowledge and skills in promoting equality, diversity, inclusion and human rights in adult care settings/services. 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 terms:

a. diversity
b. equality
c. inclusion
d. discrimination
e. unconscious bias
f. protected characteristics
g. neurodiversity
h. human rights
i. equity
j. inclusive practice

AC2.2 explain the relevance to own practice of:

a. diversity
b. equality
c. inclusion
d. discrimination
e. unconscious bias
f. protected characteristics
g. neurodiversity
h. human rights
i. equity
j. inclusive practice

AC2.3 explain how an inclusive culture can support and promote equality, diversity, inclusion and human rights.

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/organisation promotes equality, diversity, inclusion and human rights

AC2.6 describe **own role** in promoting equality, diversity inclusion and human rights

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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

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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
- preferences
- communication needs
- processing or sensory needs (including those associated with neurodiversity)

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 improvements to develop own practice in promoting equality, diversity, inclusion and human rights

Unit 609 Equality, diversity, inclusion and human rights in adult care settings/services

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skills-based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

For LO4, evidence should include observation of direct practice in the workplace, 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.

Due to the nature of the unit and scenarios where this evidence is likely to be gained (e.g. in direct and holistic practices in the working environment), direct observation for LO3 and LO4 should be in actual person and not carried out remotely.

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

AC2.1 and AC2.2: I**nclusive working practice includes:**

- interacting with individuals and others in a way that respects their lifestyle, beliefs, culture, values, preferences, and communication, processing or sensory needs (including those associated with neurodiversity).
- promoting a culture that supports inclusive practices.
- reflecting on and making improvements to own practice in promoting equality, diversity, inclusion and human rights.

AC2.3 **Inclusive culture** to include equity and inclusive practice.

Equity: is recognising that individuals have different needs by providing the right support to achieve fair outcomes for the individuals. Learners must show how to recognise when an individual may be treated unfairly due to factors such as disability, culture, language or socio-economic background and show how to value each individual to ensure equal access to care or opportunities. This may include:

- reasonable adjustments to care and support
- communication methods that meet language or sensory needs
- celebrating diverse cultures or religions
- challenging discrimination or unfair treatment in the workplace.

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. Unconscious bias is when someone makes a judgement or decisions about other people based on their past experiences, background and social stereotypes. Source TLAP (Think Local Act Personal) website

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

www.acas.org.uk – search unconscious-bias

Unconscious bias - TLAP

Unit 610 Health and safety (general) in adult care settings/services

Level:	3
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at developing knowledge and skills in promoting health and safety in adult care settings/services. 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:

a. self
b. the employer or manager
c. 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

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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

Unit 610 Health and safety (general) in adult care settings/services

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skills-based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

For LO3, evidence should include observation of direct practice in the workplace, 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.

Due to the nature of the unit and scenarios where this evidence is likely to be gained (e.g. in direct and holistic practices in the working environment), direct observation for LO3 should be in actual person and not carried out remotely.

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 - Author: Health and Safety Executive (HSE)

Unit 611 Infection prevention and control in adult care settings/services

Level:	3
Credit value:	2
GLH:	15
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 developing an 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 prevent and control the spread of infection

Assessment criteria

The learner can:

AC2.1 risk assess infection control measures in a range of situations
AC2.2 select appropriate Personal Protective Equipment (PPE) correctly in a range of situations
AC2.3 use appropriate Personal Protective Equipment (PPE) correctly in a range of situations
AC2.4 identify when it is necessary to perform hand hygiene
AC2.5 select appropriate products to perform hand hygiene
AC2.6 perform hand hygiene using recommended techniques and appropriate products
AC2.7 describe ways of working that ensure own health and hygiene does not pose a risk to individuals and others

Unit 611 Infection prevention and control in adult care settings/services

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skills-based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

For LO2, evidence should include observation of direct practice in the workplace, 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.

Due to the nature of the unit and scenarios where this evidence is likely to be gained (e.g. in direct and holistic practices in the working environment), direct observation for LO2 should be in actual person and not carried out remotely.

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, AC2.3 Appropriate use of Personal Protective Equipment (PPE): this should include the different equipment available and donning/doffing and disposal.

AC2.4, AC2.5, AC2.6 Hand hygiene: refers to following recommended hand-washing techniques and the use of appropriate sanitiser. Learners should refer to own company policies and procedures including following recommended hand-washing techniques using soap and water as well as appropriate use of hand sanitizers appropriate to the situation.

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

Unit 612 Health and safety (topics) in adult care settings/services

Level:	3
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at developing skills in implementing health and safety in adult care settings/services. 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:
- a. storing hazardous substances
- b. using hazardous substances
- c. 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 clear evacuation routes are maintained at all times

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 612 Health and safety (topics) in adult care settings/services

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is primarily a skills-based unit.

For LO1, LO2, LO3 and LO4, evidence should include observation of direct practice in the workplace, 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.

Due to the nature of the unit and scenarios where this evidence is likely to be gained (e.g. in direct and holistic practices in the working environment), direct observation for LO1, LO2, LO3 and LO4 should be in actual person and not carried out remotely.

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 safely and safety of others.

Note, if lone working additional measures must be followed to reduce risks these may include but not limited to:

- carrying a mobile phone
- logging in house calls
- checking in with supervisors or managers
- following lone working policies and procedures and risk assessments.

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

Note that security measures may include but are not limited to:

- controlled access to buildings
- visitor signing in procedures
- alarm systems
- safe storage of records and medications

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 -m Author: Health and Safety Executive (HSE)

Unit 613 Continuous development

Level:	3
Credit value:	3
GLH:	20
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to develop the knowledge and skills in relation to continuous development when working in an adult care worker role. 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 the knowledge, 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 and guidance when planning and reviewing own 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 knowledge, performance and understanding of role against:
a. values

b. standards
c. skills
d. behaviours

AC2.2 work with others to identity 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 achieve and review personal and professional development plan goals

AC2.5 record progress in relation to personal and professional development in the professional development plan

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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 the importance of reflective practice in supporting continuous professional development and improvements to both own practice and the provision of quality care

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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 and affected 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

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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

Unit 613 Continuous development

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skills-based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

For LO2, LO4 and LO5, evidence should include observation of direct practice in the workplace, 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 LO2 and LO4, it is acknowledged that observation could be carried out remotely (e.g. a learner discussing their development and reflecting on practices with a line manager). Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how privacy, dignity and confidentiality of any individual will be protected and robust evidence recording and storage protocols.

For LO5, due to the nature of the unit and scenarios where this evidence is likely to be gained (e.g. in direct and holistic practices in the working environment), direct observation should be in actual person and not carried out remotely.

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 Knowledge, skills and behaviours: learners should discuss the knowledge, 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. As part of continuing professional development (CPD) the Care Workforce Pathway can support the learner to progress, reflect on up-to-date practices and can support the learner to develop.

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

www.scie.org.uk

www.skillsyouneed.com

www.mindtools.com

The Reflective Practitioner: How Professionals Think in Action - Donald Alan Schön (Author)
Becoming a Reflective Practitioner, - Christopher Johns (Editor)
Reflective Writing for Nursing, Health and Social Work: - Elizabeth Tanguay
How to Improve your Critical Thinking & Reflective Skills - Jonathan Weyers (Author), Kathleen McMillan (Author)

Care or support worker' role category - GOV.UK
Apprenticeship search / Skills England

Unit 614 Personal wellbeing

Level:	3
Credit value:	3
GLH:	20
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:
- a. own/personal wellbeing
- b. self-care
- c. resilience

AC1.2 explain relevance of the following to own life experience:
- a. own/personal wellbeing
- b. self-care
- c. 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

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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

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Range

AC4.6 **Support**: must include

- Internal: supervision/appraisal, employee assistance scheme/employer assistant programmes (EAPs), mentor, or buddying systems.
- External: self-help tools, apps and websites, local groups and networks.

Unit 614 Personal wellbeing

Supporting Information

Evidence requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge only based unit.

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

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

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, AC3.3, 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.

Sources of support: accessing support offers reduces stress, prevents burnout and maintains a healthy work life balance. It also supports a learner's personal and professional development – one of the key goals within the Care Workforce Pathway. Learners should consider offers they use as well as those they currently choose not to. Sources of support may include,

- Workplace support: supervision and appraisal, employer assistance programmes (EAPs), occupational health services.
- Professional support: unions and professional bodies.
- External wellbeing services.

- Peer support and networks: team meetings, buddy systems, reflective practice groups.

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

www.nhs.uk
www.anxietyuk.org.uk
www.mentalhealth.org.uk
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

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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

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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

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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

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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

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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

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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

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.

LO61, 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 from 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

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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

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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
  a. the rights of individuals
  b. 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
  a. co-production
  b. 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

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 pier practitioners

Specific reference to current Core Capabilities Frameworks for Supporting People with a Learning Disability and Autistic People.

Suggested supporting resources

www.skillsforhealth.org.uk
www.skillsforcare.org.uk
www.local.gov.uk
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 want

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

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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

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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

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
www.cwp.nhs.uk
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

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:	A practice leader has a greater depth of knowledge and expertise of particular conditions being experienced by the user of services. This unit introduces: • Leading in a specialist area within scope of own role • Mentoring and coaching others in a specialist area 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.

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 leader's 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

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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

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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

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:
- a. hearing loss
- b. sight loss
- c. 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

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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

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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.

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 to undertake 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 333 Positive behaviour support in adult care

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 challenging
- 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

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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

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

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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

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)

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

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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

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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

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 effects

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

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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.rnib.org.uk
www.rnid.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:

a. blood pressure maintenance
b. differentiation between systolic and diastolic blood pressure
c. normal parameters of blood pressure
d. 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

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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
AC3.3 reassure an individual during physiological measurements process
AC3.4 respond to questions and concerns during physiological measurements process
AC3.5 explain help individuals may need before taking their physiological measurements
AC3.5 support individuals to adjust clothing before physiological measurements are taken
AC3.7 ensure all materials and equipment to be used are properly prepared

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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 take 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

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:	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. Learners will demonstrate working with the individuals and others to make decisions about risk- taking.

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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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
- a. lifestyle
- b. culture
- c. socio economic issues
- d. age
- e. activity
- f. psychological state
- g. 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

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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

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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

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:	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. This unit is not about providing extended feeding techniques.

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

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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

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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

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 of functional independence for individuals on 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

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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

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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

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Learning outcome

The learner will:

LO5 be able to 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

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

www.nhs.uk
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

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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

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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.

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
AC44 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

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

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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

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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 of 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

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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

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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:	This knowledge only unit aims to enable the learner to understand different types of physical disability and the impact that the disability and societal attitudes can have on life choices. 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. 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 and the concepts of inclusion.

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:

a. congenital disability
b. acquired disability
c. 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

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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

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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

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

www.disabilityunion.co.uk
www.scope.org.uk
www.sense.org.uk
www.rnib.org.uk
www.rnid.org.uk
www.stroke.org.uk
www.parkinsons.org.uk
www.limbless-association.org
www.thedtgroup.org/physical-disabilities

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

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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

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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

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:

a. indicative allocation
b. supported self-assessment
c. support plan
d. 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

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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

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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

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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

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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

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
- a. older individuals
- b. younger individuals
- c. 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

Unit 357 Understanding long-term health conditions and frailty

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.

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:	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. Learners will explore the impact of an acquired brain injury on the individual and others.

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 of acquired brain injury on individuals

Assessment criteria

The learner can:

AC2.1 describe the effects of acquired brain injury on individuals:
- a. short-term
- b. 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 are 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 in relation to:
- a. the 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

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 360 Understanding stroke care management

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 affected by 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 affected by stroke
AC3.3 describe potential health needs that may be associated with strokes

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

Unit 360 Understanding stroke care management

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

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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

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Range

AC5.3, AC5.4 **lifestyle** must include the impact on the individual's physical and mental wellbeing

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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:	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. Learners will identify different substances which may be used, their effects on individuals, how they may be taken and current jargon. 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.

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

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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

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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

www.turning-point.co.uk/
alcoholchange.org.uk/help-and-support/get-help-now
www.gov.uk
www.drugwise.org.uk/
www.talktofrank.com/
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

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

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Learning outcome

The learner will:

LO3 be able to carry out a planned activity within 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

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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 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 people with learning disabilities and/or autistic people

Unit level:	3
Credit value:	2
GLH:	14
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to provide learners 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

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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

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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

Unit 365 Promoting health and wellbeing of people with learning disabilities and/or autistic people

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 because 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

a. the traits that autistic people have in common

b. 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

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 learners with an understanding of the benefits of Active Support, positive interaction and the hierarchy of help. Learners 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:
- a. people with learning disabilities
- b. autistic people
- c. 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 learners 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:

a. promote an individual's independence
b. support informed choices
c. 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

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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

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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 themselves 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:

a. promote person-centred care
b. enable individuals to take responsibility for decisions about their lives and actions
c. 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

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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

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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

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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

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

www.citizensadvice.org.uk

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 learners 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

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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:	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. Learners will understand the principles of lesion and wound healing and infection control as applied to the management of wounds/ lesions. Learners will demonstrate how to prepare for and carry out a treatment or dressing and complete relevant records.

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 them
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

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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

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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

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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. Learners will explore some common oral diseases and their contributing factors. Learners 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 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

www.gov.uk/government/publications/delivering-better-oral-health-an-evidence-based-toolkit-for-prevention

www.dentalhealth.org/

www.gov.uk/government/publications/oral-care-and-people-with-learning-disabilities/oral-care-and-people-with-learning-disabilities

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:	35
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

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

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 learners 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 symptoms 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:

a. use of advocates
b. Best Interest assessments
c. acknowledging fluctuating capacity
d. 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

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

AC1.4 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

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

Unit 380 Understanding mental health

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:	4
GLH:	35
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:
- a. biological factors
- b. psychological factors
- c. social factors
- d. 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:
- a. biological factors
- b. psychological factors
- c. social factors
- d. 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

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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

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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
- a. menstruation
- b. perimenopause
- c. menopause
- d. 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:
- a. perimenopause
- b. menopause
- c. 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. mental 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

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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

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

Suggested supporting resources

www.nhs.uk/conditions/menopause/Periods and fertility in the menstrual cycle
www.gov.uk/government/news/nations-unite-to-tackle-menopause-taskforce
www.nice.org.uk/guidance/ng23/resources/menopause-diagnosis-and-management-pdf-1837360217413
www.nice.org.uk/guidance/ng23/ifp/chapter/About-this-information
www.menopausematters.co.uk
henpicked.net
www.bupa.co.uk/womens-health/menopause-workplace
menopausefriendly.co.uk
www.cipd.co.uk/knowledge/culture/well-being/menopause

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 effect 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

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

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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

Unit 384 Understanding advance care planning

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 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

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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

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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.

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.

AC2.4 Others: may include:

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

Unit 386 Supporting neurodiversity in adult care settings

Unit level:	3
Credit value:	3
GLH:	30
Assessment type:	Portfolio of evidence
Aim:	The aim of this unit is to provide the learner with underpinning knowledge in order to care and support for neurodiverse individuals in an adult health and care setting.

Learning outcome

The learner will:

LO1 understand the concept of neurodiversity

Assessment criteria

The learner can:

AC1.1 define what is meant by the term 'neurodiversity'
AC1.2 describe the key principles associated with 'neurodiversity'
AC1.3 identify common neurodivergent conditions

Learning outcome

The learner will:

LO2 understand the impact of neurodivergence in care settings

Assessment criteria

The learner can:

AC2.1 describe how neurodivergence can impact individuals being supported
AC2.2 describe typical barriers that neurodiverse individuals may face when accessing care and support
AC2.3 outline reasonable adjustments and inclusive practice to reduce barriers that neurodiverse individuals might experience

Learning outcome

The learner will:

LO3 understand approaches of adapting communication to support neurodiversity in practice

Assessment criteria

The learner can:

AC3.1 explain the importance of adapting communication to support individual needs
AC3.2 explain how communication is supported through the use of a range of different communication aids
AC3.3 describe the importance of creating sensory-friendly environments for neurodiverse individuals experiencing limited communication

Learning outcome

The learner will:

LO4 apply effective communication and support strategies for neurodiverse individuals

Assessment criteria

The learner can:

AC4.1 demonstrate methods of adapting communication to support individual needs
AC4.2 demonstrate the creation of sensory-friendly and supportive environments
AC4.3 reflect on the use of approaches to support neurodiversity in practice

Unit 386 Supporting neurodiversity in adult care settings

Supporting Information

Evidence requirements

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

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

Unit guidance

AC1.2 Key principles associated with 'neurodiversity' may include, effective communication, person-centred approaches, strength based focus

AC1.3 Common neurodivergent conditions may include autism, ADHD, dyslexia, dyspraxia and dyscalculia.

AC2.1 Typical impacts may be related to communication, sensory processing, interaction with others.

AC3.1 Communication may include verbal and non-verbal.

AC3.2 Communication aids may include, visual aids, use of appropriate language, assistive technology

Suggested supporting resources

https://makessensetome.co.uk
https://neurodiversityuk.co.uk/
https://www.thebraincharity.org.uk/what-is-neurodiversity/

The Neurodiverse Workplace – Victoria Honeybourne (2020)
Understanding and Supporting Neurodivergence – Stephen Harrison (2025)

Unit 387 Promoting trauma-informed practice when supporting individuals

Unit level:	3
Credit value:	3
GLH:	30
Assessment type:	Portfolio of evidence
Aim:	The aim of the unit is to provide learners with the underpinning knowledge about trauma informed practice to enable them to support individuals who may have been impacted by trauma

Learning outcome

The learner will:

LO1 understand the nature, prevalence and impact of trauma

Assessment criteria

The learner can:

AC1.1 define what is meant by the term 'trauma'
AC1.2 describe different **types** of trauma
AC1.3 outline prevalence of trauma
AC1.4 explain the **impacts** of trauma on individuals

Range

AC1.2 **types**: must include acute, chronic, complex, historical, cultural.
AC1.3 **impacts**: must include neurological, biological, psychological, social.

Learning outcome

The learner will:

LO2 understand the principles of trauma-informed practice

Assessment criteria

The learner can:

AC2.1 outline the six **principles** of trauma-informed practice
AC2.2 explain the purpose of the six principles
AC2.3 explain the '**four Rs'**

Range

AC2.1 **Principles**: Safety, Trustworthiness, Choice, Collaboration, Empowerment, Cultural consideration

AC2.2 **Purpose** must include: improve access, reduce harm, avoid re-traumatisation

AC2.3 **Four R's** (Realise, Recognise, Respond, Resist re-traumatisation)

Learning outcome

The learner will:

LO3 understand how trauma-informed approaches are applied in practice

Assessment criteria

The learner can:

AC3.1 outline the use of trauma-informed communication strategies

AC3.2 explain the importance of creating safe environments for individuals who may have been impacted by trauma

AC3.3 describe the importance of developing practice that is informed by the life history of individuals

AC3.4 describe approaches to avoid re-traumatisation

AC3.5 outline the importance of promoting person-centred approaches, advocacy and active participation

Learning outcome

The learner will:

LO4 apply trauma-informed approaches in practice

Assessment criteria

The learner can:

AC4.1 develop safe environments for individuals who may have been impacted by trauma

AC4.2 demonstrate the use of trauma-informed approaches

AC4.3 reflect on the use of trauma-informed approaches in practice

Unit 387 Promoting trauma-informed practice when supporting individuals

Supporting Information

Evidence requirements

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

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

Unit guidance

AC1.3 Outline prevalence of trauma, based on UK statistics

AC3.1 Communication strategies – this could include the use and tone of language, different types of approach that reflect

Suggested supporting resources

https://www.england.nhs.uk/long-read/trauma-informed-harm-aware-inpatient-care/
https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice

Understand Trauma: A Guide to Becoming Trauma-Informed – Richard J. Martin, CTSS (2024)
Understanding the Impact of Trauma – Pat Frankish (2023)

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:

a. needs-led assessment
b. person-centred planning
c. current, relevant legislation
d. 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

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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

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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.

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

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 ill-health 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 ill-health 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.

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

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

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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
  a. is attractively presented
  b. 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:
  a. optimal feeding strategies for individuals with dysphagia
  b. modelling and reinforcing strategies recommended by specialists
  c. 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.

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

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

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.

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.

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:	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.

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

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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

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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

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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.

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.

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

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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

Unit 406 Understanding mentoring and coaching in adult care

Supporting Information

Evidence requirements

For LO1, LO2, LO3 and LO4, 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

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

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:	This unit is aimed at learners who wish to develop their knowledge and understanding of leadership and management in adult care. 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.

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

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.

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

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:	This unit is aimed at learners who wish to develop their knowledge and understanding of the induction process within adult care. 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.

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 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
- negative 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.

Unit 408 Understanding how to support the induction process in adult care

Supporting Information

Evidence requirements

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

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

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.buinessballs.com

www.acas.org.uk

Unit 409 Understanding recruitment in adult care

Level:	4
Credit value:	4
GLH:	24
Assessment type:	Portfolio of evidence
Aim:	This unit is aimed at learners who wish to develop their knowledge and understanding of recruitment within adult care. 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.

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

Unit 409 Understanding recruitment in adult care

Supporting Information

Evidence requirements

Knowledge-based, 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 sources

www.skillsforcare.org.uk

www.businessballs.com

www.gov.uk

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 November 2025

1. Introduction

1.1 Skills for Care and Development (SfCD) is an alliance of key organisations from England, Northern Ireland, Ireland, Scotland and Wales with varied roles across social work, social care, children and young people, early years and childcare, with remits across workforce development and regulation.

1.2 This document sets out the minimum expected principles and approaches to assessment and internal quality assurance and should be read alongside qualification regulatory arrangements and any specific requirements set out for qualifications. Additional information and guidance regarding assessment can be obtained from SfCD partner organisations using the links in Appendix A of the SfCD guidance, see:
https://www.skillsforcare.org.uk/resources/documents/Developing-your-workforce/Qualifications/Awarding-organisations/Skills-for-Care-and-Development-Assessment-Principles.pdf

1.3 The information in this document is intended to support the quality assurance processes of AO/Bs and approved centres that offer qualifications in the sectors.

1.4. Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skills for Health assessment principles should also be considered.

1.5. Throughout this document the following terms are used:

- “Unit” is used for simplicity, but this can mean module or any other similar term.
- “Centre” is also used for simplicity; this means the training / learning provider who is approved to deliver qualifications by the AO/B.
- Individual and others: "individual" refers to the person or people receiving care or support. "Others" may include families, carers, other people in the setting, team members and other professionals.

1.6. In all work, we would expect assessors to observe and review learners upholding core values and standards, inclusive practices, professional behaviour, and attitudes required for quality practice and being assessed within the qualification.

1.7. All learners should follow appropriate standards for conduct. All parties involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

1.8. The voices of individuals who use services must be at the centre of all assessor and learners’ practice. This should be apparent throughout the evidence provided for a learner’s practice. Learners should also be provided an opportunity to provide feedback throughout the assessment and internal quality assurance process.

2. Assessment Principles

Good practice dictates the following:

2.1 Robust initial assessments are needed to identify and plan for each learner's needs, ensuring their role and responsibilities meet all qualification requirements, including the mandatory and optional units.

- Centres should have in place processes to identify and recognise opportunities for use of Accredited Prior Learning (APL) and/or Recognition of Prior Learning (RPL), and these should meet the requirements of the AO/B.
- Centres should also have in place processes to support reasonable adjustments, and again, these should meet the requirements of the AO/B.

2.2 The centre must monitor that learners are registered with the AO/B before formal assessment continues.
Assessors must be able to fully evidence and justify the assessment decisions they have made in line with the principles of validity, authenticity, reliability, currency and sufficiency. Assessment records should be accurate, legible and complete, and meet requirements set out by the AO/B and associated assessment strategy where this is in place.

2.3 Skills-based assessment must include direct observation as the principal and most reliable assessment source of evidence, carried out by the assessor in person with the learner in their workplace. Observation must be carried out over an appropriate period of time and not be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or support, their families and carers.
Where a centre has valid and genuine reasons for being unable to meet the direct observation requirements, short-term flexible approaches may be permitted. These approaches must be standardised, and the centre must discuss and agree this with the AO/B. See 2.8 and 5.5

2.4 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.

2.5. Assessors must demonstrate occupational competence and sector knowledge at or above the level they assess, maintaining this through ongoing continual professional development.

- In examples where assessors are returning to practice, a professional development plan should be in place to ensure current sector competency against the level, the subject matter being assessed, and overall assessment practices.
- If an assessor is occupationally competent but not yet qualified, a qualified assessor must make the final assessment decisions. These must be validated through countersigning and supported by robust internal quality assurance, sampling plans and activities until qualification requirements are met.
- It is the responsibility of the AO/B to confirm that assessors in centres are suitably qualified and competent to make assessment decisions.

2.6. Simulation must only be used to assess skills-based learning outcomes when specified in the unit assessment requirements or agreed with the AO/B or agreed with the External Quality Assurer acting on behalf of the AO/B.

2.7. Witness testimony from others, including those who use services, their families and professionals, can be an important contribution to evidence in the assessment process and can enrich and triangulate other evidence obtained.
A witness testimony does not replace direct observation and should not be used as the only evidence of skills. A witness testimony and an expert witness testimony are two different types of evidence. Informed consent must be gained for those providing witness testimonies.

2.8. Expert witnesses play an important role in assessments. They must:

- have a working knowledge of the relevant units
- be occupationally competent in the relevant units, and

- have either a qualification in workplace assessment or a role evaluating staff performance within their area of expertise.

2.9. Appropriate processes to identify and recruit, confirm, support, and standardise suitable expert witnesses should be applied by the centre and assured by the AO/B.

2.10. The expert witness is a reliable source of evidence:

- where the assessor is not occupationally competent in a specialist area e.g. a healthcare task, an expert witness testimony can be used for direct observation of the unit (not the whole qualification) where they have occupational expertise in the specialist area.
- when used as a method to enrich, supplement, and add triangulation to other assessment methods and outcomes.
- in supporting flexibility where there are valid and genuine factors in not being able to obtain direct observation in the workplace e.g. individual considerations, environment and practice sensitivities. Occasions where this is needed must be discussed and agreed with the AO/B. This should not be the sole primary method used in place of all observations.
- where allowed as per the assessment strategy.

2.11. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and AO/B requirements for assessment of units within the qualification and the sector.
The assessor remains responsible for supporting the expert witness through the process and making the final assessment decision.

3 Assessment of knowledge-based learning outcomes

3.1. The 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
- can be supported by eLearning programmes to support overall summative assessment, by helping learners acquire and review knowledge, but they cannot replace practical assessment in a real work environment
- may include pre-set automated tests (such as multiple-choice questions) which contribute evidence towards summative decisions. However, they must be complemented by direct assessment methods that demonstrate the learner's ability to apply knowledge in real work situations
- must take into account APL/RPL to avoid duplication of learning.

4 Recording and documentation

4.1 All assessment and quality assurance evidence, regardless of format, must comply with confidentiality and data protection laws. Information must be traceable, auditable, authenticated, and meet assessment principles. In addition, no recordings should compromise anyone's privacy or dignity. As such, clear and robust referencing is necessary to establish a relationship between the evidence and the assessment standard, which validates competence. Referencing should clearly indicate the specific location within
the evidence where the relevant skills and knowledge are claimed, either in paper-based or e-portfolios.

5 Use of technology in the assessment process

5.1. Centres should have in place robust policies and procedures regarding Artificial Intelligence (AI) and technology, and these must meet requirements as set out by the AO/B.
5.2. Technology, platforms, and e-portfolios can support assessment by enabling planning, reviews, learner reflection, professional discussions, and capturing evidence from expert witnesses. When using technology in these contexts, ensure:

- recording, storage, and access comply with confidentiality and data protection legislation
- individuals receiving care or support and others are not unintentionally recorded
- informed consent must be freely given by everyone involved in the assessment and this must be documented.

5.3. Using technology to observe and verify learner competency (remote observation) is not allowed if it risks anyone's privacy, dignity, or confidentiality.

5.4. Where permitted by sector or qualification guidelines, technology may be used to remotely observe learners' task-based competencies, such as online meetings or remote support to colleagues. Such evidence must be clearly marked and distinguished from other types. It should not be used when there is a requirement for direct interaction with individuals using care or support services or others.

5.5. The remote observation approach in 5.4 is supplementary and does not replace direct observation as the primary assessment method. It should be used to support and enhance planned direct assessments throughout the qualification.

5.6. Centre practices in the use of technology are to be monitored and assured by the AO/B, and this should include centre consideration of the following:

- Use aligns to adherence to any additional guidance set by the AO/B, the qualification, which is being assessed, any specific sector considerations and associated assessment strategies in place.
- The centre understands the ethical considerations in the use of technology in the sectors and has policies and procedures in place to support use.
- Robust approaches to risk assessment are used to ensure risks to individuals and others are eradicated.
- Centre practices and approaches are guided and supported by thorough standardisation.
- Technology and programmes used are standardised, accessible, safe and reliable.
- If the centre allows assessor and internal quality assurer use of personal devices (e.g. phones, tablets, or personal laptops), then procedures should be in place to ensure data and confidentiality aspects. This includes consideration of where and how devices are accessed to view learner evidence.
- Assessment planning and discussion should capture the relevant and safe opportunities to use technology, along with the approach used to explore and mitigate any risks.
- Evidence recording methods and assessment outcome processes do not increase the risk of any data or confidentiality breaches.
- Assessment outcomes and decisions and outcomes generated by use of technology in the process are reliable, sufficient and traceable.
- All protocols are upheld in the 'observation' context e.g. permissions sought and confirming the purpose of the assessment activity.
- Assessment activities where technology is used, must be incorporated in internal and external quality assurance sampling planning and activities.
- Learners are not disadvantaged by the use of technology and they are aware of its use.
- Learning requirements, support, skill development or other developmental needs of the learner are fully supported throughout the qualification process.

- Technology is used well to genuinely enhance the assessment process, experience, outcomes and digital skills of the learner.
- Practices and lessons learned should be shared by all to support review and continuous improvement.

6 Internal quality assurance

6.1. Internal quality assurance is key to ensuring the assessment of evidence is of a consistent and appropriate quality. This process should be supported by robust sampling plans and activity that takes place at beginning, middle and end of the qualification journey and accounts for any potential risks in the assessment process. 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 AO/B to confirm that those involved in internal quality assurance are suitably qualified for this role.

6.2. If the internal quality assurer is knowledgeable but not yet qualified, a qualified internal quality assurer must make final decisions. A clear countersigning strategy should support and confirm decisions by unqualified staff until they are fully qualified.

6.3. 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 (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

6.4. 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 AO/B to confirm that those involved in external quality assurance are suitably qualified for this role.

6.5. Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

Definitions

Occupationally competent: This means that each assessor must be capable of carrying out the full requirements of the specific qualification units 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 also means being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable: This means that each assessor and internal quality assurer should possess knowledge and understanding relevant to the specific qualifications and / or units they are assessing or internally quality assuring. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development. It is crucial that internal quality assurers understand the nature and context of the assessors' work and that of their learners.

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. AO/B will determine what will qualify those making assessment decisions according to the unit of skills under assessment.

Please see the SfCD guidance document for:

- additional guidance for qualifications in the relevant nation, where available (Appendix A)
- recognised assessor and internal quality assurance qualifications (Appendix B)

https://www.skillsforcare.org.uk/resources/documents/Developing-your-workforce/Qualifications/Awarding-organisations/Skills-for-Care-and-Development-Assessment-Principles.pdf

Qualified to make quality assurance decisions: AO/B will determine what qualifies those undertaking internal and external quality assurances to make decisions about that quality assurance.

Witness testimony: Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner.

Appendix 3 Unit barring rules

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 367	Supporting meaningful activity and independence through 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 through Active Support

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		
600	Ways of working in adult care settings/services	LO3 AC 3.1, 3.2, 4.1
601	Safeguarding in adult care settings/services	LO7 ACs 7.1, 7.2, 7.3, 7.4
602	Mental capacity and restrictive practice	LO2 AC2.4
603	Duty of care	LO2 AC 2.3 LO3 AC 3.2 LO4 ACs 4.2, 4.3
604	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 LO6 AC 6.5
605	Handling information in adult care settings/services	LO1 ACs 1.1, 1.2, 1.3, LO2 ACs 2.1, 2.2, 2.3
606	Person-centred practice	LO1 AC 1.3 LO3 AC 3.1, 3.2, 3.3
607	Choice and independence in adult care settings/services	LO2 AC 2.3 LO3 AC 3.3
608	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
609	Equality, diversity, inclusion and human rights in adult care settings/services	LO3 AC 3.4
610	Health and safety (general) in adult care settings/services	LO3 ACs 3.4, 3.6
611	Infection prevention and control in adult care settings/services	LO2 AC 2.1
612	Health and safety (topics) in adult care settings/services	LO1 AC 1.1
613	Continuous development	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
614	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.	
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		
600	Ways of working in adult care settings/services	LO1 ACs 1.3, 1.5 LO3 AC 3.3 LO4 ACs 4.1, 4.2
601	Safeguarding in adult care settings/services	LO1 1.3
602	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
603	Duty of care	LO4 AC 4.3
604	Effective communication in adult care settings/services	LO4 AC 4.4
605	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
606	Person-centred practice	LO1 AC 1.8
607	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
608	Health and wellbeing	LO1 AC 1.6
609	Equality, diversity, inclusion and human rights in adult care settings/services	LO2 AC 2.4 LO3 AC 3.2 LO4 AC 4.2
610	Health and safety (general) in adult care settings/services	Learners may be able to demonstrate leadership skills if they agree with their employer that they will champion any of these
611	Infection prevention and control in adult care settings/services	
612	Health and safety (topics) in adult care settings/services	

		areas of work and support others
613	Continuous development	LO4 AC 4.4 LO5 AC 5.1, 5.2, 5.3, 5.4, 5.5
614	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

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