

City & Guilds Level 3 Diploma in Health and Social Care (Northern Ireland) (3086-03)

March 2020 Version 3.0

Qualification Handbook

Qualification at a glance

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

Title and level	GLH (min)	TQT	City & Guilds qualification number	OAN
City & Guilds Level 3 Diploma in Health and Social Care (Northern Ireland)	371	580	3086-03	603/5087/8

Date/Version	Change Details	Section
September 2019 v2.2	Approval table	Centre Requirements
March 2020 V3.0	Units 304, 316, 322, 401, 402, 403, 404 replaced with units 312, 345, 370, 401, 402, 403, 404	Units

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Introduction

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

Area	Description
Who is the qualification for?	<p>The City & Guilds Level 3 Diploma in Health and Social Care (Northern Ireland) is a competence-based qualification specifically designed for learners working or wanting to work in Health and Social Care in Northern Ireland in a range of roles, for example:</p> <ul style="list-style-type: none">• Care assistants/support workers/key workers in residential settings, including those undertaking specific healthcare tasks• Care assistants/support workers/key workers in domiciliary services, including those undertaking specific healthcare tasks• Care assistants/support workers/key workers in day services• Support workers in supported living projects• Community-based care assistants/support workers/key workers, including those working in specialist areas eg dementia, learning disabilities• Personal assistants employed directly by the individual they support or their families
What does the qualification cover?	It allows learners to learn about health and social care and to develop and refine practical and technical skills required for employment and/or career progression in the health and social care sector.
What opportunities for progression are there?	<p>Learners may progress within employment and, provided they are in an appropriate role, on to the following City & Guilds qualifications:</p> <ul style="list-style-type: none">• City & Guilds Level 4 Certificate in Principles of Leadership and Management for Adult Social Care (8806-21)• City & Guilds Level 4 Diploma in Adult Care (Northern Ireland) (3086-40)• City & Guilds Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Advanced Practice) Wales & NI (3978-66)• City & Guilds Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Residential Management) Wales & NI (3978-64)

Area	Description
	<ul style="list-style-type: none"> City & Guilds Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Management) Wales & NI (3978-65)
Who did we develop the qualification with?	Northern Ireland Social Care Council (NISCC), external stakeholders, other awarding organisations
Is it part of an apprenticeship framework or initiative?	Yes

Structure - City & Guilds Level 3 Diploma in Health and Social Care (Northern Ireland)

To achieve the City & Guilds Level 3 Diploma in Health and Social Care (Northern Ireland) learners must achieve a total of **58** credits.

- **37** credits must come from the mandatory units
- a minimum of **21** credits must come from the optional units

City & Guilds unit number	Unit title	GLH	Credit
Mandatory			
301	Communication and information sharing	25	5
302	Health and wellbeing	40	7
303	Principles and values	100	15
312	CPD in the context of health and social care	70	10
Optional			
208	Understand the context of supporting individuals with learning disabilities	35	4
217	Provide support for journeys	17	2
218	Provide support to manage pain and discomfort	15	2
231	Undertake agreed pressure care area	30	4
232	Move and position individuals in accordance with their care plan	26	4
238	Support individuals who are distressed	21	3
239	Prepare environments and resources for use during healthcare activities	20	3
241	Stroke awareness	28	3
309	Support use of medication in social care settings NB This unit is barred with unit 313	40	5
313	Administer medication to individuals and monitor the effects NB This unit is barred with unit 309	30	5
314	Understand physical disability	22	2
315	Provide support for individuals within a shared lives arrangement	35	4

City & Guilds unit number	Unit title	GLH	Credit
317	Diabetes awareness	24	3
318	Recognise when substance misuse is indicated and refer individuals to specialists	24	4
319	Support individuals who are substance users	42	7
320	Carry out comprehensive substance misuse assessment	30	5
321	Supply and exchange injecting equipment for individuals	18	3
323	Understand how to provide support when working in end of life care	25	4
324	Work with individuals who have specific communication needs	20	4
325	Promote effective communication with individuals with sensory loss	30	4
326	Undertake physiological measurements	23	3
327	Facilitate person centred assessment, planning, implementation and review	25	3
328	Promote positive behaviour	44	6
329	Support individuals during a period of change	29	4
330	Implement therapeutic group activities	25	4
331	Support individuals to access and use services and facilities	25	4
332	Support individuals to manage their finances	20	3
333	Enable individuals to negotiate environments	34	5
334	Work in partnership with families to support individuals	27	3
335	Support individuals to live at home	29	4
336	Prepare for and carry out extended feeding techniques	27	4
337	Support individuals with multiple conditions and/or disabilities	25	3
338	Contribute to raising awareness of health issues	26	4
339	Provide support to maintain and develop skills for everyday life	28	4
340	Facilitate learning and development activities to meet individual needs and preferences	35	5
341	Support individuals in their relationships	27	4
342	Support individuals to access housing and accommodation services	24	4

City & Guilds unit number	Unit title	GLH	Credit
343	Support individuals to prepare for and settle in to new home environments	23	3
344	Introduction to personalisation in social care	22	3
345	Understand the impact of acquired brain injury on individuals	25	3
346	Support individuals at the end of life	53	7
347	Obtain venous blood samples	24	3
348	Undertake urethral catheterisation processes	28	4
349	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	41	8
350	Understand the process and experience of dementia	22	3
351	Enable rights and choices of individuals with dementia whilst minimising risks	26	4
352	Understand and enable interaction and communication with individuals who have dementia	30	4
353	Equality, diversity and inclusion in dementia care practice	31	3
354	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	21	3
355	Support individuals with a learning disability to access health care	25	3
356	Understand how to support individuals with autistic spectrum conditions	28	3
357	Understand sensory loss	21	3
358	Understand models of disability	26	3
359	Increase awareness about substances with individuals and groups	42	7
360	Test for substance misuse	30	5
361	Support individuals through detoxification programmes	18	3
362	Understand mental health problems	14	3
363	Support individuals to stay safe from harm or abuse	27	4
364	Support individuals to be part of a community	20	3
365	Understand the factors affecting older people	17	2
366	Promote nutrition and hydration in health and social care settings	32	4
370	Interact with and support individuals using telecommunications	36	5
420	Support individuals to access education, training or employment	31	4

Optional

421	Support individuals to access and manage direct payments	20	4
422	Work with families, carers and individuals during times of crisis	35	5
423	Support individuals in the use of assistive technology	32	4

Total Qualification Time

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

Title and level	GLH (min)	TQT
City & Guilds Level 3 Diploma in Health and Social Care (Northern Ireland)	371	580

Centre requirements

Approval

You will be automatically approved to offer the City & Guilds Level 3 Diploma in Health and Social Care (Northern Ireland) (3086-03), if your centre is approved to offer any of the following qualifications:

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

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

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

Resource requirements

Resources

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

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

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

Assessors

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

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

Learner entry requirements

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

Age restrictions

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

Delivering the qualification

Initial assessment and induction

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

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

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

Data protection, confidentiality and legal requirements

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

Confidential records used as evidence

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

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

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

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

Support materials

The following resources are available for this qualification:

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

Recording documents

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

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

Assessment

Assessment strategy

The City & Guilds Level 3 Diploma in Health and Social Care (Northern Ireland) is a competence-based qualification which is assessed by a portfolio of evidence. The learner is measured against learning outcomes and assessment criteria described in each unit of the qualification. The learner must meet all the learning outcomes within the chosen units and meet the rules of combination to be able to be awarded the qualification.

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

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

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

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

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

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

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

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

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

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

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

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

Expert witnesses can also be used for direct observation where:

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

Summary of assessment methods

Candidates must:

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

Time constraints

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

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

Recognition of prior learning (RPL)

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

For this qualification, RPL is allowed.

Observation requirements

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

Additional assessment methods or evidence sources

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

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

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

Units

Structure of the units

These units each have the following:

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

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

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

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

Unit level:	Level 3
Credit value:	5
GLH:	25
Unit aim:	This unit provides learners with the understanding, knowledge and skills required to communicate successfully, ensure records and reports are maintained in line with the organisation's policies and procedures.

Learning outcome

The learner will:

- 1 Understand the importance of communication and information handling

Assessment criteria

The learner can:

- 1.1 Outline the different reasons people communicate
- 1.2 Describe factors to consider when promoting communication within limits of own role
- 1.3 Explain how communication affects relationships with individuals and others
- 1.4 Summarise key aspects of the operational framework for communication and handling information in health and social care:
 - 1.4a legal requirements
 - 1.4b best practice
 - 1.4c standards
- 1.5 Explain how active and responsive listening supports communication and information handling with individuals and others

Range

(AC1.4) **Legal requirements/Standards:** relevant statutory and regulatory requirements including

- Data Protection
- Freedom of Information
- General Regulation (GDPR)
- Codes of conduct & practice
- Caldicot Principles
- Minimum Inspection Standards; Policies and Procedures

(AC1.5) **Others:**

- people in receipt of services both directly and indirectly
 - colleagues and other professionals
 - those relevant to the support/care of individuals
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 Establish the communication and language needs, wishes and preferences of the individuals
 - 2.2 Use a range of communication methods and styles to meet individual needs
 - 2.3 Work in ways that respond to an individual's reactions when communicating within limits of own role
-

Range

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

non-verbal communication

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

verbal communication

- vocabulary
 - linguistic tone
 - pitch
-

Learning outcome

The learner will:

- 3 Be able to overcome barriers to communication and information handling within limits of own role

Assessment criteria

The learner can:

- 3.1 Describe barriers to communication:
 - 3.1a cognitive
 - 3.1b cultural
 - 3.1c sensory
 - 3.1c environmental
 - 3.1e interpersonal
 - 3.2 Work in ways that overcome barriers to communication
 - 3.3 Explain how to access extra support or services to enable individuals to communicate
-

Range

(AC_{3.1}) **Interpersonal:**

- conflict/conflict resolution
- behavioural
- emotional
- communication misunderstanding/breakdown

(AC_{3.3}) **Services** may include:

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

Learning outcome

The learner will:

- 4 Be able to apply principles and practices of confidentiality

Assessment criteria

The learner can:

- 4.1 Explain the meaning of the term confidentiality
 - 4.2 Work in ways that maintain confidentiality in day to day communication
 - 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns
 - 4.4 Outline the implications of breaches of confidentiality for the:
 - 4.4a individual in receipt of services
 - 4.4b employer
 - 4.4c employee
-

Learning outcome

The learner will:

- 5 Be able to implement and support good practice in handling information

Assessment criteria

The learner can:

- 5.1 Describe the features of manual and electronic information storage systems that help ensure security
- 5.2 Use practices that ensure security when storing and accessing information
- 5.3 Record, report, and refer information in line with regulatory requirements and legal responsibilities
- 5.4 Support others to understand the need for secure handling of information
- 5.5 Support others to understand and contribute to records

Range

(AC5.4/ Others:

AC5.5)

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

Learning outcome

The learner will:

- 6 Understand how to respond to complaints

Assessment criteria

The learner can:

- 6.1 Explain the main points of agreed policy and procedures for handling complaints
- 6.2 Describe circumstances and experiences that may prompt a complaint from an individual
- 6.3 Explain how to support an individual to make a complaint
- 6.4 Outline the benefits of reviewing complaints to improve service provision

Unit level:	Level 3
Credit value:	7
GLH:	40
Unit aim:	This unit provides learners with the understanding, knowledge and skills to understand their own responsibilities in line with relevant legislation, guidelines and organisational policies and procedures that support individual's safety, health and wellbeing.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 Discuss legislation relating to general health and safety in a health or social care work setting
- 1.2 Describe the main points of health and safety policies and procedures that are relevant to own job role
- 1.3 Analyse the health and safety responsibilities of:
 - 1.3a self
 - 1.3b the employer or manager
 - 1.3c others in the work setting
- 1.4 Identify specialised training that may be needed to support health and safety tasks
- 1.5 Describe what type of additional support may be required relating to health and safety
- 1.6 Explain how to access the support needed
- 1.7 Describe incidents and accidents which could occur
- 1.8 Explain procedures relating to incidents and accidents in own work setting
- 1.9 Describe practices that prevent fires from:
 - 1.9a starting
 - 1.9b spreading
- 1.10 Explain emergency procedures to be followed in the event of a fire in own work setting

Range

(AC1.3) **Others** in the work setting:

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

Learning outcome

The learner will:

- 2 Be able to use risk assessments in relation to health and safety

Assessment criteria

The learner can:

- 2.1 Explain the five steps of the risk assessment process
- 2.2 Follow the five steps of the risk assessment process
- 2.3 Balance rights and responsibilities in health and safety

Range

(AC2.1) **Five steps:** Health and Safety Executive Northern Ireland - Five steps to risk assessment

Learning outcome

The learner will:

- 3 Understand own role in relation to security

Assessment criteria

The learner can:

- 3.1 Describe policies and procedures for verifying the identity of anyone requesting access to:
 - 3.1a premises
 - 3.1b information
- 3.2 Implement measures to protect personal security and the security of others in own work setting
- 3.3 Explain reasons for sharing own whereabouts with others

Learning outcome

The learner will:

- 4 Be able to move and handle equipment, objects and loads safely

Assessment criteria

The learner can:

- 4.1 Explain the main points of legislation that relates to moving and handling
- 4.2 Explain procedures for moving and handling equipment, objects and loads safely
- 4.3 Move and handle equipment, objects or loads safely

Learning outcome

The learner will:

- 5 Be able to reduce the spread of infection

Assessment criteria

The learner can:

- 5.1 Describe procedures and systems relevant to the prevention and control of infection
- 5.2 Explain the potential impact of an outbreak of infection on the individual and the organisation
- 5.3 Use the recommended method for hand washing
- 5.4 Model best practice in the use of Personal Protective Equipment
- 5.5 Work in ways that ensure own health and hygiene do not pose a risk to others at work
- 5.6 Investigate how poor practices can lead to the spread of infection
- 5.7 Explain the ways an infective agent might enter the body

Range

(AC5.1) **Procedures and systems** including:

- regulatory requirements
- policies and procedures

Learning outcome

The learner will:

- 6 Know how to handle hazardous substances and materials

Assessment criteria

The learner can:

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

Unit 303

Principles and values

Unit level:	Level 3
Credit value:	15
GLH:	100
Unit aim:	This unit provides learners with the understanding, knowledge and skills required to work to the values and principles in health and social care within the boundaries of their own role and responsibilities. It will provide an understanding of relevant legislation, guidelines and standards and the importance of working in an inclusive way.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 Describe legislation, policies and procedures relating to capacity
- 1.2 Explain the term informed consent
- 1.3 Analyse factors that influence the capacity of an individual to express consent
- 1.4 Model how to:
 - 1.4a obtain consent for an activity or action
 - 1.4b support others to obtain consent for an activity or action
- 1.5 Describe own organisation's procedures and local guidance if consent cannot be established

Range

(AC1.3) **Consent:** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent

(AC1.5) **Local guidance:** Northern Ireland consent and capacity guidelines/legislation

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 Define the values and person-centred approaches that underpin social care practice
- 2.2 Explain how and why person-centred values must influence all aspects of health and social care work
- 2.3 Practice person-centred values when:
 - 2.3a working with an individual and others to find out the individual's history, preferences, wishes and needs
 - 2.3b working in a complex or sensitive situation
 - 2.3c adapting actions and approaches in response to an individual's changing needs or preferences

Learning outcome

The learner will:

- 3 Understand how duty of care contributes to safe practice

Assessment criteria

The learner can:

- 3.1 Explain what it means to have a duty of care in own work role
- 3.2 Explain how duty of care contributes to the safeguarding and protection of individuals
- 3.3 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
- 3.4 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
- 3.5 Explain where to get additional support and advice about conflicts and dilemmas

Learning outcome

The learner will:

- 4 Be able to support positive risk taking for individuals

Assessment criteria

The learner can:

- 4.1 Describe aspects of everyday life in which risks play a part
- 4.2 Discuss why supporting positive risks should be part of a person-centred approach
- 4.3 Describe the consequences for individuals in being prevented or discouraged from taking risks
- 4.4 Model best practice when supporting individuals to make informed choices about risks enabling them:
 - 4.4a to consider the positive and negative consequences of their choices
 - 4.4b gain in self confidence
 - 4.4c develop skills
 - 4.4d take an active part in their communities
- 4.5 Record and report incidents, discussions and decisions relating to risk taking

Learning outcome

The learner will:

- 5 Be able to implement and promote active participation, collaboration and wellbeing

Assessment criteria

The learner can:

- 5.1 Describe what is meant by:
 - 5.1a active participation
 - 5.1b collaboration
 - 5.1c wellbeing
- 5.2 Analyse how active participation and collaborative working with individuals and others promotes independence in daily living
- 5.3 Support the creation of an environment that:
 - 5.3a promotes wellbeing
 - 5.3b reduces barriers
 - 5.3c encourages active participation and collaboration
 - 5.3d supports individuals to develop and maintain social networks and relationships
- 5.4 Support individuals to manage their daily living and further their potential in the context of their lives
- 5.5 Evaluate how active participation and collaborative working has impacted on the individual

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 6.1 Use own role and influence to support individuals to make choices
- 6.2 Discuss why practitioners' views, beliefs, wishes and preferences should not influence an individual's choices
- 6.3 Describe how to support an individual to question or challenge decisions that have been made by others on their behalf
- 6.4 Evaluate how an individual's informed choices has impacted their wellbeing

Learning outcome

The learner will:

- 7 Know how to recognise signs of abuse

Assessment criteria

The learner can:

- 7.1 Define the following types of abuse:
- 7.1a physical abuse
 - 7.1b sexual abuse
 - 7.1c emotional/psychological abuse (including via social media)
 - 7.1d financial abuse
 - 7.1e institutional abuse
 - 7.1f self-neglect
 - 7.1g exploitation
 - 7.1h domestic violence and abuse
 - 7.1i human trafficking
 - 7.1j hate crime
- 7.2 Describe the signs and/or symptoms/indicators associated with each type of abuse
- 7.3 Explain factors that may contribute to an individual being at increased risk or in need of protection in relation to:
- 7.3a setting
 - 7.3b situation
 - 7.3c individual circumstance

Range

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

- forced marriage

(AC7.3) **An individual:** will usually mean the person being supported by the learner but may include those for whom there is no formal duty of care

Learning outcome

The learner will:

8 Understand ways to reduce the likelihood of abuse and harm

Assessment criteria

The learner can:

- 8.1 Evaluate how the likelihood of abuse is reduced by:
 - 8.1a working with person-centred values
 - 8.1b encouraging active participation
 - 8.1c promoting choice and rights
 - 8.1d an accessible complaints procedure
 - 8.2 Explain the actions to take if there are suspicions that an individual is being abused
 - 8.3 Explain the actions to take if an individual alleges that they are being abused
 - 8.4 Identify ways to ensure that evidence of abuse is preserved
 - 8.5 Explain what is meant by the term whistleblowing
 - 8.6 Explain how whistleblowing;
 - 8.6a supports escalation of concern
 - 8.6b overcomes a failure to act by others
-

Range

(AC8.1) **Person-centred values** includes:

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

(AC8.1) **Active participation:** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 9.1 Describe national policies and local systems that relate to safeguarding and protection from abuse
- 9.2 Analyse the roles of different agencies in safeguarding and protecting individuals from abuse
- 9.3 Explain how reports into serious failures to protect individuals from abuse can support service improvement
- 9.4 Explain how to use sources of information and advice about own role and the role of others in safeguarding and protecting individuals from abuse

Range

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

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

(AC9.4) **Others:**

- colleagues
- other professionals
- family/carers

Learning outcome

The learner will:

- 10 Know how to recognise and report unsafe practices

Assessment criteria

The learner can:

- 10.1 Describe unsafe practices that may affect the wellbeing of individuals:
- 10.1a poor working practices
- 10.1b resource difficulties
- 10.1c operational difficulties
- 10.2 Analyse the actions to take if unsafe practices have been identified
- 10.3 Evaluate the recording and reporting mechanisms within own area of work

Learning outcome

The learner will:

- 11 Understand the importance of diversity, equality and inclusion

Assessment criteria

The learner can:

- 11.1 Explain what is meant by
- 11.1a diversity
 - 11.1b equality
 - 11.1c inclusion
 - 11.1d discrimination (both direct and indirect)
- 11.2 Describe the potential effects of discrimination
- 11.3 Explain how inclusive practice promotes equality and supports diversity
- 11.4 Explain how legislation and professional standards relating to equality, diversity and discrimination underpins own practice
- 11.5 Describe how to challenge discrimination in a way that promotes change

Range

(AC11.4) **Professional standards:**

- Standards of conduct and practice
- Minimum Inspection Standards

Learning outcome

The learner will:

- 12 Be able to work in an inclusive way to promote diversity, equality and inclusion

Assessment criteria

The learner can:

- 12.1 Interact with individuals in ways that respects their beliefs, culture, values and preferences
- 12.2 Use actions that model inclusive practice
- 12.3 Support others to promote equality and rights

Unit level:	Level 3
Credit value:	10
GLH:	70
Unit aim:	This unit provides learners with the understanding, knowledge and skills required to become competent workers and to be accountable for the quality of their work and their professional development. It provides understanding of the role of regulation and the importance of working in partnership.

Learning outcome

The learner will:

- 1 Understand the role of regulation

Assessment criteria

The learner can:

- 1.1 Explain the role of the regulatory bodies applicable to own setting
- 1.2 Analyse the impact the regulatory bodies have on practice
- 1.3 Outline the standards which apply to own setting

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 3 Understand how to work in partnership with others

Assessment criteria

The learner can:

- 3.1 Explain why it is important to work in partnership with others
- 3.2 Evaluate ways of working that can help improve partnership working
- 3.3 Outline skills and approaches needed for resolving conflicts
- 3.4 Describe how and when to access support and advice about:
 - 3.4a partnership working
 - 3.4b resolving conflicts

Range

(AC_{3.1}) **Others** may include:

- the individual
- carers
- advocates
- supervisor, line manager or employer
- other professional

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 Describe the duties and responsibilities of own role
- 4.2 Analyse how a working relationship is different from a personal relationship
- 4.3 Describe own working relationships with:
 - 4.3a individual
 - 4.3b family/carer
 - 4.3c colleagues
 - 4.3d other professionals

Learning outcome

The learner will:

- 5 Understand own personal development

Assessment criteria

The learner can:

- 5.1 Explain what is meant by the term personal development in the context of own role
- 5.2 Analyse how own personal development is important for the outcomes of individuals
- 5.3 Outline sources of support for own personal development
- 5.4 Explain potential barriers to personal development and how they might be overcome
- 5.5 Describe the process for agreeing own personal development plan and who should be involved
- 5.6 Prepare for and participate in own performance related meetings
- 5.7 Provide records of continuous professional development of own personal development in line with standards

Range

(AC5.2) **Individual/s:** means the people supported/cared for

(AC5.5) **Personal development plan:** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, time scales for review

(AC5.7) **Standards:**

- Minimum Inspection Standards
- registration
- policies and procedures

Learning outcome

The learner will:

- 6 Be able to reflect on practice

Assessment criteria

The learner can:

- 6.1 Explain the importance of reflective practice in continuously improving the quality of service provided
- 6.2 Use reflective practice to improve the quality of service

Learning outcome

The learner will:

- 7 Understand how to manage stress

Assessment criteria

The learner can:

- 7.1 Identify common signs and indicators of stress in
7.1a self
7.1b others
- 7.2 Analyse factors that tend to trigger own stress
- 7.3 Compare strategies for managing stress

Range

(AC7.1) **Others:**

- colleagues

Learning outcome

The learner will:

- 8 Understand theories of teams and team working

Assessment criteria

The learner can:

- 8.1 Outline models of team working
- 8.2 Explain the process of team development
- 8.3 Describe how shared goals can lead to team cohesion

Range

(AC8.1) **Team:**

- within the organisation / service
- multi-disciplinary
- multi-agency

Learning outcome

The learner will:

- 9 Understand the principles that underpin effective teamwork

Assessment criteria

The learner can:

- 9.1 Explain why teams need:
- 9.1a clear objectives
 - 9.1b clearly defined roles and responsibilities
 - 9.1c trust and accountability
 - 9.1d confidentiality
 - 9.1e effective communication
 - 9.1f conflict resolution
- 9.2 Explain how the values of own organisation influences team working
- 9.3 Identify own role and responsibilities in the team

Range

(AC9.1) Including:

- role modelling
- coaching/mentoring

Learning outcome

The learner will:

- 10 Understand the purpose and process of professional supervision

Assessment criteria

The learner can:

- 10.1 Describe the principles, scope and purpose of professional supervision
- 10.2 Explain how the requirements of regulations and standards and agreed ways of working influence professional supervision
- 10.3 Explain how professional supervision can protect the:
- 10.3a individual
 - 10.3b supervisor
 - 10.3c supervisee
- 10.4 Describe the process of professional supervision

Range

- (AC10.3)
- Individual:**
- parent
 - child
 - carer
 - agreed ways of working will include policies and procedures where these exist.
 - an individual is someone accessing care or support
-

Learning outcome

The learner will:

- 11 Understand how the principles of professional supervision can be used to inform performance management

Assessment criteria

The learner can:

- 11.1 Explain the performance management cycle
- 11.2 Describe how professional supervision supports performance
- 11.3 Describe how performance indicators can be used to manage performance

Unit 208

Understand the context of supporting individuals with learning disabilities

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 2 Understand the nature and characteristics of learning disability

Assessment criteria

The learner can:

- 2.1 Explain what is meant by 'learning disability'
- 2.2 Give examples of causes of learning disabilities
- 2.3 Describe the medical and social models of disability
- 2.4 State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
- 2.5 Describe the possible impact on a family of having a member with a learning disability

Range

(AC2.2) **Causes** should include:

- before birth
- during birth
- after birth

Learning outcome

The learner will:

- 3 Understand the historical context of learning disability

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

(AC4.4) **Ways to build empowerment** should include person-centred thinking

(AC4.4) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

(AC5.4) **External agencies** could include

- advocacy services
- parent/carer support groups
- campaign groups

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

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

Learning outcome

The learner will:

6 Know how to promote communication with individuals with learning disabilities

Assessment criteria

The learner can:

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

Unit 217

Provide support for journeys

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

Learning outcome

The learner will:

- 1 Understand factors to consider when planning support for journeys

Assessment criteria

The learner can:

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

Range

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

- the individual
- the journey
- health and safety

Learning outcome

The learner will:

- 2 Be able to support individuals to plan journeys

Assessment criteria

The learner can:

- 2.1 Agree with the individual the level and type of support needed for planning and making a journey
- 2.2 Support the individual to research a journey that they wish to make
- 2.3 Support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working

Range

(AC2.3) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible. The individual is regarded as an active partner in their own care or support, rather than a passive recipient

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

Learning outcome

The learner will:

- 3 Be able to support individuals when making journeys

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 218

Provide support to manage pain and discomfort

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

Learning outcome

The learner will:

- 1 Understand approaches to managing pain and discomfort

Assessment criteria

The learner can:

- 1.1 Explain the importance of a holistic approach to managing pain and discomfort
- 1.2 Describe different approaches to alleviate pain and minimise discomfort
- 1.3 Outline agreed ways of working that relate to managing pain and discomfort

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 231

Undertake agreed pressure area care

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 3 Be able to follow the agreed care plan

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 5 Be able to prepare to undertake pressure area care

Assessment criteria

The learner can:

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

Range

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

Learning outcome

The learner will:

- 6 Be able to undertake pressure area care

Assessment criteria

The learner can:

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

Range

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

Unit 232

Move and position individuals in accordance with their care plan

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 4 Be able to move and position an individual

Assessment criteria

The learner can:

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

Range

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

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

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit level:	Level 2
Credit value:	3
GLH:	21
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.

Learning outcome

The learner will:

- 1 Understand causes and effects of distress

Assessment criteria

The learner can:

- 1.1 Identify common causes of distress
- 1.2 Describe signs that may indicate an individual is distressed
- 1.3 Explain how distress may affect the way an individual communicates
- 1.4 Explain how working with an individual who is distressed may impact on own well being

Range

(AC1.1) **Causes of distress:**

- internal to the individual
- related to support needs
- related to support provision
- related to loss
- related to change

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 Access information and advice about supporting an individual through a time of distress
- 2.2 Establish signs of distress that would indicate the need for specialist intervention
- 2.3 Describe how to access specialist intervention
- 2.4 Identify sources of support to manage own feelings when working with an individual who is distressed

Learning outcome

The learner will:

- 3 Be able to support individuals through periods of distress

Assessment criteria

The learner can:

- 3.1 Communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs
- 3.2 Demonstrate ways to alleviate immediate distress
- 3.3 Adapt support in response to the individual's reactions
- 3.4 Demonstrate how to involve others in supporting an individual who is distressed

Learning outcome

The learner will:

- 4 Be able to support individuals to reduce distress

Assessment criteria

The learner can:

- 4.1 Encourage the individual to express thoughts and feelings about troubling aspects of their life
- 4.2 Work with the individual and others to identify triggers for distress
- 4.3 Work with an individual and others to reduce triggers or alleviate causes of distress
- 4.4 Encourage the individual to review their usual ways of coping with distress

Range

(AC4.2) **Others:**

- family
- friends
- advocates
- line manager
- other professionals
- others who are important to the individual's well-being

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 239

Prepare environments and resources for use during healthcare activities

Unit level:	Level 2
Credit value:	3
GLH:	20
Unit aim:	This unit is aimed at health and social care staff who prepare for individual's health care intervention, treatment or therapy and ensure that the environment is cleaned, cleared and left ready for the next intended use.

Learning outcome

The learner will:

- 1 Understand how to prepare and manage environments and resources for use during healthcare activities

Assessment criteria

The learner can:

- 1.1 Explain how the environment is prepared, maintained and cleaned to ensure it is ready for the healthcare activity
- 1.2 Describe the roles and responsibilities of team members in the preparation and management of the environment and resources
- 1.3 Explain how to investigate, make the necessary adjustments to and report problems with the environment
- 1.4 Describe the impact of environmental changes on resources including their storage and use

Learning outcome

The learner will:

- 2 Be able to prepare environments, medical equipment, devices and resources for use during healthcare activities

Assessment criteria

The learner can:

- 2.1 Apply health and safety measures relevant to the healthcare activity and environment
- 2.2 Apply standard precautions for infection prevention and control
- 2.3 Ensure conditions within the immediate environment are set at levels which maintain individual comfort
- 2.4 Ensure that all essential resources are available in advance of planned healthcare activities
- 2.5 Ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out
- 2.6 Report any problems with medical equipment, devices and resources as required
- 2.7 Demonstrate the relevant equipment and medical devices are selected, prepared and functioning within the agreed parameters prior to use
- 2.8 Prepare resources for the activity in line with clinical governance

Learning outcome

The learner will:

- 3 Be able to ensure that environments and resources are ready for their next intended use

Assessment criteria

The learner can:

- 3.1 Describe the importance of ensuring that environments are ready for their next use
- 3.2 Outline the factors that influence the readiness of environments for use in health care activities
- 3.3 Clean and make safe re-useable items prior to storage in accordance with agreed policies
- 3.4 Dispose of used, damaged or out of date items safely
- 3.5 Return un-opened, unused and surplus resources to the correct location for storage
- 3.6 Monitor the available levels of consumable materials used in healthcare activities
- 3.7 Replenish consumable materials used in healthcare activities in accordance with protocols
- 3.8 Ensure all information is accurately recorded as specified in local policies

Unit 241

Stroke awareness

Unit level:	Level 2
Credit value:	3
GLH:	28
Unit aim:	The aim of this unit is to provide an understanding of the different types of stroke, signs and symptoms and effects on individuals. It will also help learners to gain knowledge of the response needed in the event of an emergency stroke incident, managing stroke and the support available following stroke.

Learning outcome

The learner will:

- 1 Know what a stroke is

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 2 Know how to recognise stroke

Assessment criteria

The learner can:

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

Range

(AC2.3) **Assessments tests** refers to FAST - Face, Arms, Speech, Time

Learning outcome

The learner will:

- 3 Understand the management of risk factors for stroke

Assessment criteria

The learner can:

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

Range

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

- genetic
- lifestyle
- ethnicity
- age
- other medical conditions

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

Learning outcome

The learner will:

- 4 Understand the importance of emergency response and treatment for stroke

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 5 Understand the management of stroke

Assessment criteria

The learner can:

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

Range

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

- family members
- friends
- advocates
- other professionals
- carers

Unit 309

Support use of medication in social care settings

Unit level:	Level 3
Credit value:	5
GLH:	40
Unit aim:	<p>This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.</p> <p>NB this unit is barred with unit 313 Administer medication to individuals and monitor the effects</p>

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

(AC1.3) **Agreed ways of working** will include policies and procedures where these exist

Learning outcome

The learner will:

- 2 Know about common types of medication and their use

Assessment criteria

The learner can:

- 2.1 Identify common types of medication
- 2.2 List conditions for which each type of medication may be prescribed
- 2.3 Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication

Range

(AC2.3) **Individual:** An individual is someone requiring care or support

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 4 Understand techniques for administering medication

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 7 Be able to support use of medication

Assessment criteria

The learner can:

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

Range

(AC7.2) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible. The individual is regarded as an active partner in their own care or support, rather than a passive recipient

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

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

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 313

Administer medication to individuals and monitor the effects

Unit level:	Level 3
Credit value:	5
GLH:	30
Unit aim:	<p>This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.</p> <p>NB this unit is barred with unit 309 Support use of medication in social care settings</p>

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 2 Know about common types of medication and their use

Assessment criteria

The learner can:

- 2.1 Describe common types of medication including their effects and potential side effects
- 2.2 Identify medication which demands specific physiological measurements
- 2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required
- 2.4 Explain the different routes of medicine administration

Learning outcome

The learner will:

- 3 Understand procedures and techniques for the administration of medication

Assessment criteria

The learner can:

- 3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes
- 3.2 Identify the required information from prescriptions / medication administration charts

Learning outcome

The learner will:

- 4 Prepare for the administration of medication

Assessment criteria

The learner can:

- 4.1 Apply standard precautions for infection control
- 4.2 Explain ways to ensure the appropriate timing of medication
- 4.3 Obtain the individual's consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns
- 4.4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet

Range

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

Learning outcome

The learner will:

- 5 Administer and monitor medication

Assessment criteria

The learner can:

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

Unit 314

Understand physical disability

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 2 Understand the concept of physical disability

Assessment criteria

The learner can:

- 2.1 Define the term physical disability
- 2.2 Describe the terms congenital, acquired, neurological and progressive when used in relation to physical disability, giving examples of each
- 2.3 Explain the emotional impact of a progressive disability on the individual
- 2.4 Compare the different impacts on individuals that congenital and progressive disabilities can have

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

- physical health
- education
- housing
- employment
- access to cultural/leisure activities
- mobility
- sexuality

Learning outcome

The learner will:

- 4 Understand the importance of promoting inclusion and independence

Assessment criteria

The learner can:

- 4.1 Explain the importance of independence and inclusion for individuals with physical disabilities
- 4.2 Describe ways that inclusion and independence can be promoted
- 4.3 Explain the importance of the individual having control of choices and decisions
- 4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities
- 4.5 Explain how to encourage the individual to take positive risks while maintaining safety
- 4.6 Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes

Unit 315

Provide support for individuals within a shared lives arrangement

Unit level:	Level 3
Credit value:	4
GLH:	35
Unit aim:	This unit provides the knowledge and skills required for those supporting an individual within a shared lives arrangement.

Learning outcome

The learner will:

- 1 Understand how to establish the needs, background, experiences, wishes, preferences and choices of an individual

Assessment criteria

The learner can:

- 1.1 Explain how a knowledge of the individual's needs, wishes, preferences and history can support an individual entering a shared lives arrangement
- 1.2 Describe ways of supporting an individual to communicate their own background, experiences, wishes and preferences
- 1.3 Identify other potential sources of support and information regarding the experiences, wishes, needs and choices of an individual

Learning outcome

The learner will:

- 2 Be able to identify how an individual's needs can be met through a shared lives arrangement

Assessment criteria

The learner can:

- 2.1 Work with the individual and others to assess how identified requirements can be met within the shared lives arrangement
- 2.2 Work with the individual and others to identify factors that may affect the individual's integration into the home environment

Learning outcome

The learner will:

- 3 Know how to address potential power imbalances in a shared lives arrangement

Assessment criteria

The learner can:

- 3.1 Explain how sharing own home may create a sense of power imbalance between an individual, self and key people
- 3.2 Identify ways that potential power imbalances may be addressed to promote full membership of the household
- 3.3 Identify strategies that could be used to address conflicts and disagreements

Range

(AC3.1) **Key people** may include:

- those who share the learner's home
- members of the learner's extended family
- learner's social networks
- others who may be involved in the shared lives arrangement

Learning outcome

The learner will:

- 4 Be able to assist individuals to adjust to the home environment

Assessment criteria

The learner can:

- 4.1 Provide a welcoming and supportive environment for an individual with the help of key people
- 4.2 Provide opportunities for the individual to meet and get to know key people
- 4.3 Support the individual to settle into the home environment
- 4.4 Support the individual to communicate their thoughts and feelings about sharing the home environment
- 4.5 Describe actions to take if an individual is distressed
- 4.6 Provide opportunities for the individual's continued personal and social development

Learning outcome

The learner will:

- 5 Be able to support key people to adjust to a shared lives arrangement

Assessment criteria

The learner can:

- 5.1 Establish with key people any adjustments that might need to be made to support an individual within the home
- 5.2 Work with the individual and key people to agree 'house rules' in order to minimise potential difficulties
- 5.3 Describe ways to balance the needs of key people and the individual
- 5.4 Support key people to participate in the shared lives arrangement

Range

(AC5.4) **Shared lives arrangements** may include:

- long term accommodation support
- short breaks
- day time support
- kinship support
- adult placement

Learning outcome

The learner will:

- 6 Be able to contribute to on-going review of the shared lives arrangement

Assessment criteria

The learner can:

- 6.1 Provide regular feedback on the shared lives arrangement in line with agreed ways of working
- 6.2 Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness

Unit level:	Level 3
Credit value:	3
GLH:	24
Unit aim:	The unit will enable learners to explore what diabetes is, the different types of diabetes and how a person centred approach may support an individual to manage diabetes.

Learning outcome

The learner will:

- 1 Understand diabetes and the associated implications

Assessment criteria

The learner can:

- 1.1 Define diabetes
- 1.2 Identify prevalence rates for different types of diabetes
- 1.3 Describe potential long-term complications to health as a result of having diabetes
- 1.4 Explain what is meant by the term hyperglycaemia
- 1.5 Explain what is meant by the term hypoglycaemia
- 1.6 Explain the procedure of referring an individual with diabetes to others

Range

(AC1.6) **Others** may include:

- care workers
- colleagues
- managers
- GP
- pharmacist
- nurse
- dietician
- podiatrist
- community diabetes specialist nurse
- diabetes care advisors
- advocate
- support groups

Learning outcome

The learner will:

- 2 Know the most common types of diabetes, causes and treatments

Assessment criteria

The learner can:

- 2.1 Describe key features of Type 1 diabetes
- 2.2 Describe key features of Type 2 diabetes
- 2.3 List the most common possible causes of diabetes:
 - 2.3a Type 1
 - 2.3b Type 2
- 2.4 Describe the signs and symptoms of diabetes
- 2.5 Outline contributing risk factors that may lead to the development of Type 2 diabetes
- 2.6 Outline treatments for diabetes
 - 2.6a Type 1
 - 2.6b Type 2

Learning outcome

The learner will:

- 3 Understand how to implement a person-centred approach when supporting individuals with diabetes

Assessment criteria

The learner can:

- 3.1 Explain the importance of including details of diabetes care in an individual's care plan
- 3.2 Explain how to work with an individual, and or their carer, to optimise self-care skills
- 3.3 Explain the importance of supporting individuals to make informed decisions
- 3.4 Identify sources of support for developing self-care skills

Learning outcome

The learner will:

- 4 Understand the nutritional needs of individuals with diabetes

Assessment criteria

The learner can:

- 4.1 Explain the principles of a balanced diet
- 4.2 Describe how carbohydrates affect blood glucose level:
 - 4.2a simple
 - 4.2b complex
- 4.3 Explain the role of a nutritional plan and how to report any related problems

Range

(AC4.2) **Carbohydrates** act as the body's main source of energy. They are essential sugars that are broken down by the body during digestion

Learning outcome

The learner will:

- 5 Understand factors relating to an individual's experience of diabetes

Assessment criteria

The learner can:

- 5.1 Describe how different individuals may experience living with diabetes
- 5.2 Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes
- 5.3 Explain how an individual can manage their diabetes through different aspects of their lifestyle

Range

(AC5.1) **Different individuals:** depending on age, type of diabetes and level of ability and disability

(AC5.1) **Experience living:** to include the impact on the individual's physical, physiological and mental well being

Learning outcome

The learner will:

- 6 Understand the importance of monitoring diabetes

Assessment criteria

The learner can:

- 6.1 Explain the importance of accurately measuring blood pressure when supporting individuals with diabetes
- 6.2 Identify the normal parameters for blood pressure
- 6.3 Explain the purpose of accurate blood glucose monitoring for individuals with diabetes
- 6.4 State the normal blood glucose range
- 6.5 Explain the purpose of urinalysis monitoring for individuals with diabetes
- 6.6 Describe the annual review checks to screen for long term complications

Unit 318

Recognise when substance misuse is indicated and refer individuals to specialists

Unit level:	Level 3
Credit value:	4
GLH:	24
Unit aim:	This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.

Learning outcome

The learner will:

- 1 Recognise indications of substance misuse

Assessment criteria

The learner can:

- 1.1 Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents)
- 1.2 Identify possible indications of substance misuse (e.g. physical, behavioural, social and emotional)
- 1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse
- 1.4 Show how to obtain specialist assistance where required
- 1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date

Learning outcome

The learner will:

- 2 Assess and monitor risk

Assessment criteria

The learner can:

- 2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures
- 2.2 Review the assessment of risk and explain why this is important
- 2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk

Learning outcome

The learner will:

- 3 Handle information and maintain records

Assessment criteria

The learner can:

- 3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so
- 3.2 Identify the rights of individuals and the principle of confidentiality

Learning outcome

The learner will:

- 4 Refer individuals to appropriate services

Assessment criteria

The learner can:

- 4.1 Identify the range of services relevant to substance misuse available locally and nationally
- 4.2 Demonstrate how to refer individuals to services in line with organisational requirements
- 4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements

Unit level:	Level 3
Credit value:	7
GLH:	42
Unit aim:	This unit is for those who support individuals who are substance users by enabling them to adopt safe practices, providing care and support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. Substances would include alcohol, opiates, hallucinogens, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.

Learning outcome

The learner will:

- 1 Understand about different substances, their effects and how they might be used

Assessment criteria

The learner can:

- 1.1 Identify the different substances which individuals might use, how they are used and their likely effects
- 1.2 Identify the risks involved with substance use both in the short and the long term (e.g. overdose, dependence and associated health risks)
- 1.3 Explain legislation, policies and guidelines on the use and storage of substances

Learning outcome

The learner will:

- 2 Be able to enable individuals to adopt safe practices associated with substance use

Assessment criteria

The learner can:

- 2.1 Explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use
- 2.2 Communicate with individuals in a manner that maximises the individuals' understanding
- 2.3 Support individuals to discuss their circumstances and history of substance use
- 2.4 Advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely
- 2.5 Support individuals to dispose of hazardous materials and equipment safely
- 2.6 Describe harm reduction strategies, how and why these may differ from individual to individual
- 2.7 Identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them

Learning outcome

The learner will:

- 3 Be able to support individuals when they have used substances

Assessment criteria

The learner can:

- 3.1 Explain relevant policies and procedures for the support of individuals who have used substances
- 3.2 Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual
- 3.3 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety
- 3.4 Support individuals to meet their own needs and requirements after the effects of the substance have worn off
- 3.5 Show when and how to request further support and assistance
- 3.6 Report information about episodes of substance use to an appropriate person and record it in the required format

Learning outcome

The learner will:

- 4 Be able to support individuals in reducing substance use

Assessment criteria

The learner can:

- 4.1 Assist individuals who have made a commitment to reduce substance use to review their reasons for doing so
- 4.2 Offer support to individuals which respects their individual rights, and is appropriate to their needs
- 4.3 Assist individuals to review their progress in reducing substance use
- 4.4 Describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided
- 4.5 Identify the specialist agencies and support networks involved in supporting substance users

Unit 320

Carry out comprehensive substance misuse assessment

Unit level:	Level 3
Credit value:	5
GLH:	30
Unit aim:	This unit is for those who assess the needs of drug, alcohol or substance misusers with complex requirements and/or those people who require more intensive and/or structured care programmes. It covers assessment that is on-going throughout the contact with the substance misuse service and the wider treatment system.

Learning outcome

The learner will:

- 1 Understand the signs and implications of a range of substance misuse related problems

Assessment criteria

The learner can:

- 1.1 Describe the different substances which individuals might use, how they are used and their likely effects
- 1.2 Identify challenges often associated with substance misuse e.g. significant psychiatric and or physical co-morbidity, children at risk, social problems, legal problems
- 1.3 Explain ways of keeping knowledge about substances and indications of substance misuse up to date
- 1.4 Describe the jargon used by substance misusers in the locality

Learning outcome

The learner will:

- 2 Understand the range of substance misuse services and interventions

Assessment criteria

The learner can:

- 2.1 Describe the range of treatment interventions and assessment services available in the locality
- 2.2 Describe the eligibility criteria and protocols for accessing services in the locality
- 2.3 Explain how to respond to individuals who do not want to be referred to other services

Learning outcome

The learner will:

- 3 Be able to prepare for comprehensive substance misuse assessment

Assessment criteria

The learner can:

- 3.1 Obtain information on individuals from previous assessments carried out by other services in line with protocols
- 3.2 Establish any particular needs of the individual which will need to be taken into account during the assessment
- 3.3 Fully and accurately record arrangements for the assessment in line with the organisation's procedures

Learning outcome

The learner will:

- 4 Be able to assess possible risks to the individual

Assessment criteria

The learner can:

- 4.1 Demonstrate how to assess the risk to individuals from their substance misuse and/or co-existent problems
- 4.2 Explain the importance of regularly reviewing risk assessments
- 4.3 Demonstrate that the risk assessment takes account of the individual's needs and the legal duty of care to the individual and others

Learning outcome

The learner will:

- 5 Be able to assess individuals' substance misuse and related problems

Assessment criteria

The learner can:

- 5.1 Involve the individual in the assessment as far as possible, according to their capability
- 5.2 Assess the nature of the individual's substance misuse problems and other problems
- 5.3 Assess the individual's understanding of services available and readiness to engage in a treatment programme
- 5.4 Conduct the assessment in line with locally agreed criteria and using standardised documentation
- 5.5 Manage challenging, abusive, aggressive or chaotic behaviour
- 5.6 Seek clear conclusions from the assessment to inform the development of a comprehensive care plan
- 5.7 Explain how to involve adults with parental responsibility in the assessment and referral of children and young people
- 5.8 Describe how to take account of a child or young person's age and maturity when involving them in assessment
- 5.9 Describe the principles of the relevant legislation

Learning outcome

The learner will:

- 6 Be able to follow up the assessment process

Assessment criteria

The learner can:

- 6.1 Keep accurate, legible and complete records of the assessment
- 6.2 Continue assessment at appropriate intervals once the individual has commenced a care plan
- 6.3 Provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions
- 6.4 Ensure consistency of approach with other members of the substance misuse service team

Unit 321

Supply and exchange injecting equipment for individuals

Unit level:	Level 3
Credit value:	3
GLH:	18
Unit aim:	This unit is for those who supply and exchange injecting equipment for substance users. This involves establishing the extent and type of individuals' injecting behaviour, providing harm minimisation advice, providing injecting equipment and exchanging used injecting equipment. It also includes maintaining records of the supply and exchange of injecting equipment in order that the service can be monitored and evaluated.

Learning outcome

The learner will:

- 1 Understand policy and procedures for the supply and exchange of injecting equipment

Assessment criteria

The learner can:

- 1.1 Describe organisational policies and procedures for supply and exchange of injecting equipment
- 1.2 Explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties
- 1.3 Identify the potential benefits of brief interventions with substance users
- 1.4 Describe the range of behaviours that can be expected from substance users, and how to deal with these
- 1.5 Describe how to recognise and deal with immediate risk of danger to individuals who have used substance
- 1.6 Describe the potential blood borne viruses
- 1.7 Explain what to do in the event of a needle stick injury occurring
- 1.8 Describe the range of substance misuse services available in the locality
- 1.9 Explain legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them

Learning outcome

The learner will:

- 2 Be able to conduct initial assessment of substance users and provide relevant advice

Assessment criteria

The learner can:

- 2.1 Establish whether the individual is injecting and the frequency of injecting
- 2.2 Conduct a health assessment with the individual (e.g. noting skin conditions, abscesses, injecting sites)
- 2.3 Provide relevant and timely advice regarding:
 - 2.3a safe or safer injecting techniques and sites
 - 2.3b harm minimisation
 - 2.3c primary health
 - 2.3d safer sex
- 2.4 Provide advice and resources for safe storage and disposal of injecting equipment
- 2.5 Refer individuals to other services according to identified need
- 2.6 Liaise with providers of other services in line with policies and protocol

Learning outcome

The learner will:

- 3 Be able to supply and exchange injecting equipment

Assessment criteria

The learner can:

- 3.1 Demonstrate that:
 - 3.1a adequate stocks of injecting equipment are maintained
 - 3.1b injecting equipment is stored safely and securely
- 3.2 Dispense injecting equipment to individuals in line with the assessment of their needs
- 3.3 Demonstrate safe handling of dispensed and returned injecting equipment
- 3.4 Carry out the exchange process discreetly to maintain confidentiality
- 3.5 Describe how to deal with any spillages and discarded needles and syringes using the appropriate materials
- 3.6 Maintain records of:
 - 3.6a injecting equipment supply and exchange in line with organisational procedures
 - 3.6b the needle exchange service

Unit 323

Understand how to provide support when working in end of life care

Unit level:	Level 3
Credit value:	4
GLH:	25
Unit aim:	The purpose of this unit is to assess the learner's knowledge and understanding surrounding the provision of support in end of life care.

Learning outcome

The learner will:

- 1 Understand current approaches to end of life care

Assessment criteria

The learner can:

- 1.1 Analyse the impact of national and local drivers on current approaches to end of life care
- 1.2 Evaluate how a range of tools for end of life care can support the individual and others
- 1.3 Analyse the stages of the local end of life care pathway

Range

(AC1.2) **Tools for end of life care** may include e.g.

- gold standards framework or equivalent
- preferred priorities of care/planning ahead checklist
- advance care plan approaches

Learning outcome

The learner will:

- 2 Understand advance care planning

Assessment criteria

The learner can:

- 2.1 Explain the difference between a care or support plan and an advance care plan
- 2.2 Identify where to find additional information about advance care planning
- 2.3 Describe own role in advance care planning
- 2.4 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care

Learning outcome

The learner will:

- 3 Understand an individual's response to their anticipated death

Assessment criteria

The learner can:

- 3.1 Compare models of loss and grief
- 3.2 Describe how to support the individual throughout each stage of grief
- 3.3 Explain the need to explore with each individual their own specific areas of concern as they face death
- 3.4 Describe how an individual's awareness of spirituality may change as they approach end of life

Range

(AC3.1) **Models** could include Kubler-Ross, Bowlby, Klass et al, Strobe and Schut, Murray-Parkes

Learning outcome

The learner will:

- 4 Understand factors regarding communication for those involved in end of life care

Assessment criteria

The learner can:

- 4.1 Explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication
- 4.2 Explain how personal experiences of death and dying may affect capacity to listen and respond appropriately
- 4.3 Give examples of internal and external coping strategies for individuals and others when facing death and dying
- 4.4 Explain the importance of ensuring effective channels of communication are in place with others

Range

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

- partner
- family
- friends
- neighbours
- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- independent mental capacity advocate
- community psychiatric nurse
- clinical nurse specialists

Learning outcome

The learner will:

- 5 Understand how to support those involved in end of life care situations

Assessment criteria

The learner can:

- 5.1 Describe possible emotional effects on staff working in end of life care situations
- 5.2 Evaluate possible sources of positive support for staff in end of life situations
- 5.3 Identify situations where others may need support in end of life care situations
- 5.4 Outline sources of emotional support for others in end of life care situations

Learning outcome

The learner will:

- 6 Understand how symptoms might be identified in end of life care

Assessment criteria

The learner can:

- 6.1 Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself
- 6.2 Describe how symptoms can cause an individual and others distress and discomfort
- 6.3 Identify different techniques for relieving symptoms
- 6.4 Describe signs of approaching death

Range

(AC6.1) **Symptoms** includes anything that might hinder the well-being of an individual and is not confined to medical symptoms. They may include physical, emotional or psychological symptoms and includes maintaining comfort and well-being e.g.

- reduced tissue viability
- breathlessness
- loss of appetite
- fatigue
- anxiety
- sadness
- discomfort
- pain

Unit 324

Work with individuals who have specific communication needs

Unit level:	Level 3
Credit value:	4
GLH:	20
Unit aim:	This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of specific methods and aids to promote communication.

Learning outcome

The learner will:

- 1 Understand specific communication needs and factors affecting them

Assessment criteria

The learner can:

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

Range

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

- technical aids
- human aids

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 Prepare the environment to facilitate communication
- 3.2 Use agreed methods of communication to interact with the individual
- 3.3 Monitor the individual's responses during and after the interaction to check the effectiveness of communication
- 3.4 Adapt own practice to improve communication with the individual

Learning outcome

The learner will:

- 4 Be able to promote communication between individuals and others

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 5.1 Identify specialist services relating to communication technology and aids
- 5.2 Describe types of support that an individual may need in order to use communication technology and aids
- 5.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

- observations
- records
- feedback from the individual and others

Unit 325

Promote effective communication with individuals with sensory loss

Unit level:	Level 3
Credit value:	4
GLH:	30
Unit aim:	The purpose of this unit is to provide the learner with knowledge and skills required to support effective communication with individuals with sensory loss.

Learning outcome

The learner will:

- 1 Understand the importance of effective two way communication

Assessment criteria

The learner can:

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

Range

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

- sight loss
- hearing loss
- deafblindness

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 3 Be able to support the individual with communication

Assessment criteria

The learner can:

- 3.1 Agree with an individual and/or others preferred methods of communication
 - 3.2 Prepare the environment to facilitate effective communication
 - 3.3 Use agreed methods of communication with an individual
 - 3.4 Check the effectiveness of communication with the individual throughout the interaction
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 Evaluate the effectiveness of the use of agreed methods of communication with an individual and/or others
 - 4.2 Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills
 - 4.3 Make suggestions to improve the use of agreed methods of communication to individuals and/or others
 - 4.4 Reflect on own practice on the use of agreed methods of communication
 - 4.5 Adapt own practice to meet the needs of the individual
-

Unit 326

Undertake physiological measurements

Unit level:	Level 3
Credit value:	3
GLH:	23
Unit aim:	This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 2 Understand the physiological states that can be measured

Assessment criteria

The learner can:

- 2.1 Explain the principles of blood pressure to include:
 - 2.1a blood pressure maintenance
 - 2.1b differentiation between systolic and diastolic blood pressure
 - 2.1c normal limits of blood pressure
 - 2.1d conditions of high or low blood pressure
- 2.2 Explain the principles of body temperature to include:
 - 2.2a body temperature maintenance
 - 2.2b normal body temperature
 - 2.2c pyrexia, hyper-pyrexia and hypothermia
- 2.3 Explain the principles of respiratory rates to include:
 - 2.3a normal respiratory rates
 - 2.3b factors affecting respiratory rates in ill and well individuals
- 2.4 Explain the principles of pulse rates to include:
 - 2.4a normal pulse rates limits
 - 2.4b factors affecting pulse rates – raising or lowering
 - 2.4c pulse sites on the body
 - 2.4d the requirement for pulse oximetry measurements
 - 2.4e analysis and implication of pulse oximetry findings
- 2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control
- 2.6 Explain the major factors that influence changes in physiological measurements
- 2.7 Explain the importance of undertaking physiological measurements
- 2.8 Explain how physiological measurements may need to be adapted for the individual

Range

(AC2.8) **Physiological measurements** may need to be adapted for the individual depending on their:

- size
- age
- stage of development

Learning outcome

The learner will:

- 3 Be able to prepare to take physiological measurements

Assessment criteria

The learner can:

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

Range

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

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

Learning outcome

The learner will:

- 4 Be able to undertake physiological measurements

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 327

Facilitate person centred assessment, planning, implementation and review

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

Learning outcome

The learner will:

- 2 Be able to facilitate person-centred assessment

Assessment criteria

The learner can:

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

Range

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

- feasibility of aspirations
- beliefs, values and preferences of the individual
- risks associated with achieving outcomes
- availability of services and other support options

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

- informal support
- formal support
- care or support services
- community facilities
- financial resources
- individual's personal networks

Learning outcome

The learner will:

- 4 Be able to support the implementation of care plans

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 5 Be able to monitor and review care plans

Assessment criteria

The learner can:

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

Range

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

- closing the plan if all objectives have been met
- reducing the level of support to reflect increased independence
- increasing the level of support to address unmet needs
- changing the type of support
- changing the method of delivering support

Unit 328

Promote positive behaviour

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 2 Be able to promote positive behaviour

Assessment criteria

The learner can:

- 2.1 Explain a range of factors associated with challenging behaviours
- 2.2 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
- 2.3 Demonstrate how to model to others best practice in promoting positive behaviour
- 2.4 Evaluate the effectiveness of proactive strategies on promoting positive behaviour

Range

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

Learning outcome

The learner will:

- 3 Understand the context and use of proactive and reactive strategies

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 4 Understand the use of restrictive interventions

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

(AC6.3) **Others** may include:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

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

Learning outcome

The learner will:

- 1 Understand reasons for and responses to change

Assessment criteria

The learner can:

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

Range

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

Learning outcome

The learner will:

- 2 Be able to support individuals to plan how to manage or adapt to change

Assessment criteria

The learner can:

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

Range

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

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

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

Learning outcome

The learner will:

- 3 Be able to support individuals to manage or adapt to change

Assessment criteria

The learner can:

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

Range

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

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

- beliefs
- values
- culture

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 330

Implement therapeutic group activities

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

Learning outcome

The learner will:

- 1 Understand the principles of therapeutic group activities

Assessment criteria

The learner can:

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

Range

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

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

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

Learning outcome

The learner will:

- 2 Be able to plan and prepare for therapeutic group activities

Assessment criteria

The learner can:

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

Range

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

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

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

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

Learning outcome

The learner will:

- 3 Be able to support individuals during therapeutic group activities

Assessment criteria

The learner can:

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

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

Range

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1 Encourage and support individuals to give feedback during and after group activities

4.2 Agree with others' processes and criteria for evaluating the therapeutic benefits of the group and its activities

4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions

4.4 Record and report on outcomes and any revisions in line with agreed ways of working

Unit 331

Support individuals to access and use services and facilities

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

Learning outcome

The learner will:

- 2 Be able to support individuals to select services and facilities

Assessment criteria

The learner can:

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

Range

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

- beliefs
- values
- culture

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 Work with individuals to evaluate whether services or facilities have met their assessed needs and preferences
- 4.2 Support individuals to provide feedback on their experiences of accessing and using services or facilities
- 4.3 Work with individuals and others to evaluate the support provided for accessing and using services or facilities within scope of own role
- 4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role

Range

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

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

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

Learning outcome

The learner will:

- 3 Be able to contribute to applying for financial assistance

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
- 4.2 Work with the individual to evaluate methods, services and support for managing finances
- 4.3 Provide feedback to an organisation or agency about the effectiveness of financial information or support
- 4.4 Explain the importance of providing feedback to organisations or agencies in relation to their financial services or support

Unit level:	Level 3
Credit value:	5
GLH:	34
Unit aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to negotiate familiar and unfamiliar environments.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

- other professionals
- assistive technology/aids

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

- risk assessment
- environmental hazards
- agreed methods of communication
- level of support required
- assistive technology / aids
- other resources

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 Agree with the individual activities which require negotiating an environment
- 3.2 Work with the individual and others to develop a plan to support the individual to negotiate an environment
- 3.3 Support an individual to negotiate an environment following agreed plan
- 3.4 Provide information to the individual when negotiating an unfamiliar environment

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 Observe and record an individual's ability to negotiate an environment
- 4.2 Evaluate the success of negotiating an environment with an individual and/or others
- 4.3 Use records of observations and feedback from the individual and/or others to review the plan to negotiate an environment
- 4.4 Agree a revised plan with the individual and/or others
- 4.5 Evaluate own contribution to supporting an individual to negotiate an environment

Unit 334

Work in partnership with families to support individuals

Unit level:	Level 3
Credit value:	3
GLH:	27
Unit aim:	This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

(AC_{3.1}) **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person

(AC_{3.1}) **Others** may include:

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

(AC3.3) **Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 Identify the support required from families to fulfil their role
 - 4.2 Provide accessible information about available resources for support
 - 4.3 Work with family members to access resources for support
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 7 Be able to provide feedback about support for families

Assessment criteria

The learner can:

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home
- 2.2 Identify with an individual their needs that may require additional support and their preferences for how the needs may be met
- 2.3 Agree with the individual and others the risks that need to be managed in living at home and ways to address them

Range

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

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

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home
- 4.2 Introduce the individual to new resources, services, facilities or support groups

4.3 Record and report on the outcomes of additional support measures in required ways

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 336

Prepare for and carry out extended feeding techniques

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 2 Understand anatomy and physiology in relation to extended feeding

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 3 Understand extended feeding techniques

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 4 Be able to manage risks relating to extended feeding

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 5 Be able to prepare for extended feeding

Assessment criteria

The learner can:

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

Range

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

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

Unit 337

Support individuals with multiple conditions and/or disabilities

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

- AC1.2)
- sensory loss
 - physical health
 - mental health
 - physical disability
 - learning difficulty/disability
 - emotional health

(AC1.2) **Activities** could include:

- education
- employment
- leisure activities
- social activities
- household or domestic tasks

Learning outcome

The learner will:

- 2 Understand own role in supporting individuals with multiple conditions and/or disabilities

Assessment criteria

The learner can:

- 2.1 Describe own role in supporting the well-being of individuals with multiple conditions and/or disabilities
- 2.2 Explain the steps to take when actions may be outside of the scope of own role and responsibilities

Range

(AC2.1) **Well-being:**

- emotional
- psychological
- physical

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 Research the roles of professionals and specialist services which provide support to individuals with multiple conditions and/or disabilities in own local area
- 3.2 Explain the range of resources and equipment available to support the additional needs of individuals with multiple conditions, co morbidities and/or disabilities
- 3.3 Explain the importance of informal networks in providing support to individuals with multiple conditions, co morbidities and/or disabilities

Range

(AC3.3) **Informal networks** could include:

- family
- friends
- neighbours
- special interest groups

Learning outcome

The learner will:

- 4 Be able to assist individuals with multiple conditions and/or disabilities

Assessment criteria

The learner can:

- 4.1 Support an individual to identify needs and preferences
- 4.2 Explain any resources or specialist equipment that may be required to support an individual to engage in activities
- 4.3 Support an individual to engage in activities that meet their needs and preferences

Learning outcome

The learner will:

- 5 Be able to evaluate the support provided to an individual to engage in activities

Assessment criteria

The learner can:

- 5.1 Review with the individual and/or others, how well the activities have met the identified needs and preferences
- 5.2 Reflect on own support to an individual to engage in activities
- 5.3 Explain where additional advice, guidance or support can be accessed to improve own practice
- 5.4 Adapt own practice to support the needs of the individual

Unit 338

Contribute to raising awareness of health issues

Unit level:	Level 3
Credit value:	4
GLH:	26
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work as part of a team to raise awareness of health issues.

Learning outcome

The learner will:

- 1 Understand factors affecting awareness-raising activities about health issues

Assessment criteria

The learner can:

- 1.1 Analyse reasons why it may be necessary to raise awareness of health issues
- 1.2 Compare the roles of agencies and others who may be involved in raising awareness of health issues
- 1.3 Describe factors to consider when planning awareness-raising activities

Range

(AC1.1) **Health issues** may include

- specific health needs
- actions or behaviours that may put health or development at risk

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

- co-workers, line manager and other professionals
- carers, friends and relatives of individuals
- others who are important to the well-being of individuals

Learning outcome

The learner will:

- 2 Be able to recognise the need for raising awareness of health issues

Assessment criteria

The learner can:

- 2.1 Access information and support about health issues and approaches to raising awareness
- 2.2 Identify with others any health issues affecting individuals about which awareness needs to be raised
- 2.3 Review with others the demand for and interest in raising awareness of a particular health issue

Range

(AC2.2) **Individual:** An individual is someone requiring care or support

Learning outcome

The learner will:

- 3 Be able to assist in planning activities to raise awareness of health issues

Assessment criteria

The learner can:

- 3.1 Contribute to agreeing roles and responsibilities within a team planning awareness-raising activities
- 3.2 Work with the team to plan a set of activities to raise awareness about a health issue

Learning outcome

The learner will:

- 4 Be able to contribute to implementing activities for raising awareness of health issues

Assessment criteria

The learner can:

- 4.1 Carry out agreed role to implement activities
- 4.2 Demonstrate communication that promotes effective team work while the plan is implemented
- 4.3 Encourage individuals and others to give feedback about awareness-raising activities

Range

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

- consultations
- interviews
- questionnaires
- presentations
- displays/posters
- discussion groups
- self-analysis checklists

(AC4.2) The **plan** may include

- aims, objectives, outcomes and target audience
- media and communication formats
- best options to meet aims
- how to implement activities
- how to monitor activities
- roles and responsibilities

Learning outcome

The learner will:

- 5 Be able to review the effectiveness of activities to raise awareness of health issues

Assessment criteria

The learner can:

- 5.1 Work with others to agree processes and criteria for reviewing the programme of activities
- 5.2 Collate and present information about the activities
- 5.3 Work with others to review the effectiveness of the programme
- 5.4 Make recommendations for changes to awareness-raising activities

Range

(AC5.2) **Information** may include information about:

- processes
- outcomes
- impact on target audience
- cost effectiveness

Unit 339

Provide support to maintain and develop skills for everyday life

Unit level:	Level 3
Credit value:	4
GLH:	28
Unit aim:	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

Learning outcome

The learner will:

- 1 Understand the context of supporting skills for everyday life

Assessment criteria

The learner can:

- 1.1 Compare methods for developing and maintaining skills for everyday life
- 1.2 Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life
- 1.3 Explain how maintaining, regaining or developing skills can benefit individuals

Range

(AC1.2) **An individual** is someone requiring care and support

Learning outcome

The learner will:

- 2 Be able to support individuals to plan for maintaining and developing skills for everyday life

Assessment criteria

The learner can:

- 2.1 Work with an individual and others to identify skills for everyday life that need to be supported
- 2.2 Agree with the individual a plan for developing or maintaining the skills identified
- 2.3 Analyse possible sources of conflict that may arise when planning and ways to resolve them
- 2.4 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it

Range

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

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

- family
- advocates
- team members
- line manager
- specialists
- others who are important to the individual's well-being

(AC 2.2) The **plan** may include

- goals (short, medium and long term)
- the type and level of support needed to achieve goals
- roles and responsibilities
- ways to address any associated risks
- ways to monitor the plan

Learning outcome

The learner will:

- 3 Be able to support individuals to retain, regain or develop skills for everyday life

Assessment criteria

The learner can:

- 3.1 Provide agreed support to develop or maintain skills, in a way that promotes active participation
- 3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills
- 3.3 Describe actions to take if an individual becomes distressed or unable to continue

Range

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

Learning outcome

The learner will:

- 4 Be able to evaluate support for developing or maintaining skills for everyday life

Assessment criteria

The learner can:

- 4.1 Work with an individual and others to agree criteria and processes for evaluating support
- 4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
- 4.3 Agree revisions to the plan
- 4.4 Record and report in line with agreed ways of working

Range

(AC4.4) **Agreed ways of working** will include policies and procedures where these exist.

Unit 340

Facilitate learning and development activities to meet individual needs and preferences

Unit level:	Level 3
Credit value:	5
GLH:	35
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to plan, take part in and evaluate learning or development activities.

Learning outcome

The learner will:

- 1 Understand the role of learning and development activities in meeting individual needs

Assessment criteria

The learner can:

- 1.1 Describe the benefits to individuals of engaging in learning or development activities
- 1.2 Analyse the purpose of a range of learning or development activities in which individuals may participate
- 1.3 Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered

Range

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

(AC1.1) **Learning or development activities** may include:

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

Learning outcome

The learner will:

- 2 Be able to identify learning and development activities to meet individual needs and preferences

Assessment criteria

The learner can:

- 2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities
- 2.2 Provide the individual and others with information on possible learning or development activities
- 2.3 Assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities
- 2.4 Work with the individual and others to agree learning or development activities that will suit the individual

Range

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

- family members
- advocates
- line manager
- specialists
- others who are important to the individual's well-being

Learning outcome

The learner will:

- 3 Be able to plan learning and development activities with individuals

Assessment criteria

The learner can:

- 3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported
- 3.2 Establish with the individual and others a plan for implementing the programme of activities
- 3.3 Assess risks in line with agreed ways of working

Range

(AC3.2) A **plan** for a learning or development activity may include:

- the purpose of the activity
- how the activity will be implemented
- timescales for implementation
- the roles and responsibilities of those involved
- the level and type of support required
- resources or equipment needed
- ways to minimise risks

(AC3.3) **Agreed ways of working** will include policies and procedures where these exist

Learning outcome

The learner will:

- 4 Be able to prepare for learning and development activities

Assessment criteria

The learner can:

- 4.1 Obtain or prepare resources or equipment needed for the activity
- 4.2 Describe how resources or equipment might be adapted to meet the needs of an individual
- 4.3 Support the individual to prepare for an activity so as to minimise risks and maximise their participation
- 4.4 Prepare the environment so that the activity can be carried out safely and effectively
-

Learning outcome

The learner will:

- 5 Be able to facilitate learning and development activities with individuals

Assessment criteria

The learner can:

- 5.1 Carry out agreed role in facilitating the activity
- 5.2 Support the individual to engage with the activity in a way that promotes active participation
- 5.3 Encourage the individual to give feedback about how the activity is implemented and the support provided
- 5.4 Make adjustments in response to feedback
-

Range

(AC5.2) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible. The individual is regarded as an active partner in their own care or support, rather than a passive recipient

Learning outcome

The learner will:

- 6 Be able to evaluate and review learning and development activities

Assessment criteria

The learner can:

- 6.1 Agree with the individual and others the process and criteria for evaluation of the activity and the support provided
- 6.2 Collate and present information for evaluation as agreed
- 6.3 Use agreed criteria to evaluate the activity with the individual and others
- 6.4 Make recommendations for any changes in the activity, its implementation or the support provided
- 6.5 Explain the importance of recognising progress achieved through a learning or development activity

Unit level:	Level 3
Credit value:	4
GLH:	27
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support for individuals to establish and maintain relationships and social networks. Additional support that may be needed regarding sexual relationships is not addressed within this unit.

Learning outcome

The learner will:

- 1 Understand factors affecting the capacity of individuals to develop and/or maintain relationships

Assessment criteria

The learner can:

- 1.1 Analyse reasons why individuals may find it difficult to establish or maintain relationships
- 1.2 Describe types of legal restriction or requirement that may affect individuals relationships
- 1.3 Explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided
- 1.4 Explain the importance of ensuring privacy and confidentiality when providing support for relationships

Range

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

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

- family relationships
- friendships
- social networks

Learning outcome

The learner will:

- 2 Be able to support individuals to identify beneficial relationships

Assessment criteria

The learner can:

- 2.1 Support an individual to understand the likely benefits of positive relationships
- 2.2 Support the individual to recognise when a relationship may be detrimental or harmful
- 2.3 Work with the individual to identify specific relationships that are likely to be beneficial to them

Learning outcome

The learner will:

- 3 Be able to support individuals to develop new relationships

Assessment criteria

The learner can:

- 3.1 Describe types of support and information an individual may need in order to extend their social network
- 3.2 Establish with an individual the type and level of support needed to develop a new relationship
- 3.3 Provide agreed support and information to develop the relationship
- 3.4 Encourage continued participation in actions and activities to develop the relationship

Learning outcome

The learner will:

- 4 Be able to support individuals to maintain existing relationships

Assessment criteria

The learner can:

- 4.1 Describe types of support an individual may need in order to maintain an existing relationship with family or friends
- 4.2 Establish with an individual the type and level of support needed to maintain the relationship
- 4.3 Provide agreed support to maintain the relationship

Learning outcome

The learner will:

- 5 Be able to work with individuals to review the support provided for relationships

Assessment criteria

The learner can:

- 5.1 Establish with the individual the criteria for evaluating how effective support for a relationship has been
- 5.2 Collate information about the relationship and the support provided
- 5.3 Work with the individual and others to review and revise the support provided
- 5.4 Report and record in line with agreed ways of working

Range

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

- feedback from the individual and others
- observations
- records

(AC5.3) **Others** may include:

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

(AC5.4) **Agreed ways of working** will include policies and procedures where these exist

Unit 342

Support individuals to access housing and accommodation services

Unit level:	Level 3
Credit value:	4
GLH:	24
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.

Learning outcome

The learner will:

- 1 Understand support available to access housing and accommodation services

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 Work with an individual to identify their accommodation requirements
- 2.2 Work with the individual to understand the range of accommodation services that could meet their needs

- 2.3 Support the individual to understand requirements that may be made by housing and accommodation services
-

Range

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

Learning outcome

The learner will:

- 3 Be able to work with individuals to plan to access housing and accommodation services

Assessment criteria

The learner can:

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

Range

(AC3.1) A **plan** may include:

- realistic and achievable goals
 - actions the individual will take
 - the level and type of support required
 - roles and responsibilities
 - timescales
 - how and when progress towards goals will be reviewed
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 5.1 Provide housing and accommodation services with information about own role and responsibilities
- 5.2 Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met

Range

(AC5.1) **Information** may include:

- feedback from the individual and others
- observations
- records

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 6.1 Work with the individual and others to monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences
- 6.2 Consult with others about any problems and proposed solutions
- 6.3 Record and report on the review in line with agreed ways of working

Range

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

- carers
- friends and relatives
- professionals
- others who are important to the individual's well-being

(AC6.3) **Agreed ways of working** will include policies and procedures where these exist

Unit 343

Support individuals to prepare for and settle in to new home environments

Unit level:	Level 3
Credit value:	3
GLH:	23
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to prepare for and settle in to new home environments.

Learning outcome

The learner will:

- 1 Understand factors affecting a move to a new home environment

Assessment criteria

The learner can:

- 1.1 Identify reasons why individuals may move to a new home environment
- 1.2 Explain the effects that moving may have on an individual and their personal relationships
- 1.3 Analyse strategies that can help a move to go smoothly

Range

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

(AC1.2) **Move to a new home environment** may include:

- temporary moves
- permanent moves
- home to residential care
- hospital to home
- ward to ward
- homelessness to hostel
- residential care to independent living
- home to sheltered accommodation

Learning outcome

The learner will:

- 2 Be able to support individuals to prepare to move into new home environments

Assessment criteria

The learner can:

- 2.1 Access information and advice to support an individual to move and settle into a new home environment
- 2.2 Provide an individual and others with information about the proposed new home environment
- 2.3 Work with the individual and others to plan for the move
- 2.4 Support the individual to express their feelings about the move and any concerns they may have
- 2.5 Demonstrate strategies to address concerns

Range

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

- carers
- friends and relatives
- professionals
- others who are important to the individual's well-being

(AC2.3) The **plan** to prepare for a move will incorporate:

- the individual's views, feelings, preferences and priorities relating to the move
- ways to identify and address any risks associated with the move
- ways to address any special support requirements
- ways to ensure that any legal requirements are met
- timescales for the move

Learning outcome

The learner will:

- 3 Be able to support individuals to settle into new home environments

Assessment criteria

The learner can:

- 3.1 Support the individual to familiarise themselves with the new environment and living arrangements
- 3.2 Support the individual to explore opportunities to maintain existing social networks and/or create new social networks
- 3.3 Support the individual to adjust to living with new people or to living alone
- 3.4 Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment

Learning outcome

The learner will:

- 4 Be able to support individuals to review the impact of new home environments

Assessment criteria

The learner can:

- 4.1 Work with the individual and others to agree a process to review the move
- 4.2 Work with the individual to review positive and negative effects of the move
- 4.3 Work with the individual and others to plan how to maintain benefits of the move and address any difficulties
- 4.4 Agree any additional resources, facilities and support required
- 4.5 Record and report on the outcomes of the move, in line with agreed ways of working

Range

(AC4.5) **Agreed ways of working** will include policies and procedures where these exist

Unit 344

Introduction to personalisation in social care

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

Learning outcome

The learner will:

- 1 Understand the meaning of personalisation in social care

Assessment criteria

The learner can:

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

Range

(AC1.2) An **individual** is someone requiring care or support

Learning outcome

The learner will:

- 2 Understand systems that support personalisation

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 3 Understand how personalisation affects the way support is provided

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 4 Understand how to implement personalisation

Assessment criteria

The learner can:

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

Unit 345

Understand the impact of acquired brain injury on individuals

Unit level:	Level 3
Credit value:	3
GLH:	25
Unit aim:	The aim of the unit is to acquire knowledge to support people who have an acquired brain injury. It covers both the impact on the individual who has the acquired brain injury and their carers.

Learning outcome

The learner will:

- 1 Understand acquired brain injury

Assessment criteria

The learner can:

- 1.1 Define acquired brain injury
- 1.2 Describe possible causes of acquired brain injury
- 1.3 Explain the difference between a traumatic brain injury and other forms of acquired brain injury
- 1.4 Describe brain injuries that are:
 - 1.4a mild
 - 1.4b moderate
 - 1.4c severe

Learning outcome

The learner will:

- 2 Understand the impact on individuals of acquired brain injury

Assessment criteria

The learner can:

- 2.1 Discuss initial effects of acquired brain injury on the individual
- 2.2 Explain the long term effects of acquired brain injury to include:
 - 2.2a physical
 - 2.2b functional
 - 2.2c cognitive
 - 2.2d behavioural effects
- 2.3 Explain the concepts of loss in relation to acquired brain injury for individuals and carer

Range

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

(AC2.3) **Concepts of loss:** models of bereavement e.g. Kublar Ross and Warden

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 Define dysphasia and dysarthria
- 3.2 Explain the effects of dysphasia and dysarthria on communication
- 3.3 Compare the different techniques required to support an individual with dysphasia and dysarthria
- 3.4 Explain the difficulties that may be experienced when communicating with an individual who cannot respond
- 3.5 Evaluate different intervention strategies and assistive tools that support communication

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 Explain the impact of personality changes on the individual
- 4.2 Explain the impact of personality changes on those caring for the individual
- 4.3 Explain how lack of self-awareness/insight may affect the individual
- 4.4 Explain the skills needed to support the individual and family/carers to come to terms with personality changes

Range

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

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

(AC4.3) **Self-awareness:** Ability to understand the impact of own behaviour on others

(AC4.4) **Carers include:**

- spouse/partner
- child
- parent
- sibling
- friend

Learning outcome

The learner will:

- 5 Understand the impact of behaviour that challenges

Assessment criteria

The learner can:

- 5.1 Explain behaviours which are considered challenging
- 5.2 Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour
- 5.3 Explain measures that should be taken to manage the risk from behaviour that challenges

5.4 Explain the process for reporting and referring behaviour that challenges

Range

(AC5.3) **Measures:** Actions required to manage risk, e.g.

- policies
- supervision
- support from colleagues
- make a risk assessment
- risk management plan

Unit 346

Support individuals at the end of life

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

Learning outcome

The learner will:

- 1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life

Assessment criteria

The learner can:

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

Range

(AC1.1) **Legislation** and **agreed ways of working** will include policies and procedures where these apply, and may relate to:

- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults

Learning outcome

The learner will:

- 2 Understand factors affecting end of life care

Assessment criteria

The learner can:

- 2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
- 2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care
- 2.3 Explain why key people may have a distinctive role in an individual's end of life care
- 2.4 Explain why support for an individual's health and well-being may not always relate to their terminal condition

Range

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

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 Describe the benefits to an individual of having as much control as possible over their end of life care
- 3.2 Explain the purpose of advance care planning in relation to end of life care
- 3.3 Describe own role in supporting and recording decisions about advance care planning
- 3.4 Outline ethical and legal issues that may arise in relation to advance care planning

Range

(AC3.2) Systems for **advance care planning** may include:

- gold standard framework
- advance care planning in Northern Ireland – planning ahead

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 Support the individual and key people to explore their thoughts and feelings about death and dying
- 4.2 Provide support for the individual and key people that respects their beliefs, religion and culture
- 4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period
- 4.4 Provide information to the individual and/or key people about the individual's illness and the support available
- 4.5 Give examples of how an individual's well-being can be enhanced by:
 - 4.5a environmental factors
 - 4.5b non-medical interventions
 - 4.5c use of equipment and aids
 - 4.5d alternative therapies
- 4.6 Contribute to partnership working with key people to support the individual's well-being

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 5.1 Explain the importance of recording significant conversations during end of life care
- 5.2 Explain factors that influence who should give significant news to an individual or key people
- 5.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
- 5.4 Analyse ways to address such conflicts

Learning outcome

The learner will:

- 6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care

Assessment criteria

The learner can:

- 6.1 Describe the role of support organisations and specialist services that may contribute to end of life care
- 6.2 Analyse the role and value of an advocate in relation to end of life care
- 6.3 Explain how to establish when an advocate may be beneficial
- 6.4 Explain why support for spiritual needs may be especially important at the end of life
- 6.5 Describe a range of sources of support to address spiritual needs

Range

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

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

Learning outcome

The learner will:

- 7 Be able to access support for the individual or key people from the wider team

Assessment criteria

The learner can:

- 7.1 Identify when support would best be offered by other members of the team
- 7.2 Liaise with other members of the team to provide identified support for the individual or key people

Range

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

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

- key people
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 8.1 Carry out own role in an individual's care
8.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways
8.3 Adapt support to reflect the individual's changing needs or responses
8.4 Assess when an individual and key people need to be alone
-

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 10.1 Identify ways to manage own feelings in relation to an individual's dying or death
- 10.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death

Unit 347

Obtain venous blood samples

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

Learning outcome

The learner will:

- 1 Understand legislation, policy and good practice related to obtaining venous blood samples

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 3 Be able to prepare to obtain venous blood samples

Assessment criteria

The learner can:

- 3.1 Confirm the individual's identity and obtain valid consent
- 3.2 Communicate with the individual in a manner which:
 - 3.2a provides relevant information
 - 3.2b provides support and reassurance
 - 3.2c addresses needs and concerns
 - 3.2d is respectful of personal beliefs and preferences
- 3.3 Select and prepare appropriate equipment for obtaining the venous blood sample
- 3.4 Select and prepare an appropriate site taking into account the individual's preferences

Range

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

Learning outcome

The learner will:

- 4 Be able to obtain venous blood samples

Assessment criteria

The learner can:

- 4.1 Apply health and safety measures relevant to the procedure and environment
 - 4.2 Apply standard precautions for infection prevention and control
 - 4.3 Use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual
 - 4.4 Use the agreed procedure to obtain the venous blood sample to include:
 - 4.4a utilisation of containers
 - 4.4b required volume of blood
 - 4.4c correct sequence when obtaining multiple samples
 - 4.4d application and use of tourniquets at appropriate stages
 - 4.4e stimulation of blood flow or selection of alternative site where necessary
 - 4.4f utilisation of anti-coagulant with sample when necessary
 - 4.5 Respond to any indication of adverse reaction, complication or problem during the procedure
 - 4.6 Explain the correct procedure to deal with an arterial puncture when it occurs
-

- 4.7 Terminate the blood collection procedure following guidelines and/or protocols to include:
 - 4.7a removal of blood collection equipment
 - 4.7b stopping blood flow
 - 4.7c stopping bleeding
 - 4.7d application of suitable dressing
 - 4.7e personal care advice to the individual
-

Learning outcome

The learner will:

- 5 Be able to prepare venous blood samples for transportation

Assessment criteria

The learner can:

- 5.1 Label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring:
 - 5.1a legibility of labelling and documentation
 - 5.1b temperature control of storage
 - 5.1c immediacy of transportation

Unit 348

Undertake urethral catheterisation processes

Unit level:	Level 3
Credit value:	4
GLH:	28
Unit aim:	This unit is about insertion of urethral catheters, including re-catheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion.

Learning outcome

The learner will:

- 1 Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation

Assessment criteria

The learner can:

- 1.1 Describe the current legislation, national guidelines, and local policies and protocols which affect work practice
- 1.2 Identify the correct procedures relating to urethral catheterisation
- 1.3 Explain the conditions and constraints which might denote who undertakes this procedure and why
- 1.4 Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff
- 1.5 Describe the ethical issues surrounding catheterisation, as applied to males and females

Learning outcome

The learner will:

- 2 Understand the relevant anatomy and physiology

Assessment criteria

The learner can:

- 2.1 Describe the anatomy and physiology of the male and / or female genito-urinary system

Learning outcome

The learner will:

- 3 Be able to prepare to insert urethral catheters

Assessment criteria

The learner can:

- 3.1 Identify the types of catheters that can be used
- 3.2 Select an appropriate catheter
- 3.3 Describe the local anaesthetic agents available for use when inserting urethral catheters
- 3.4 Confirm the individual's identity and obtain valid consent

Range

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

Learning outcome

The learner will:

- 4 Be able to insert urethral catheters

Assessment criteria

The learner can:

- 4.1 Ensure the individual's privacy and dignity is maintained at all times
- 4.2 Apply standard precautions for infection control
- 4.3 Apply health and safety measures relevant to the procedure and environment
- 4.4 Insert the catheter safely and correctly, with minimal trauma to the individual including
 - 4.4a securing the catheter
 - 4.4b adjust it correctly
 - 4.4c attach it correctly to the appropriate drainage system

Learning outcome

The learner will:

- 5 Be able to monitor and care for the urethral catheter after insertion

Assessment criteria

The learner can:

- 5.1 Monitor the catheterisation equipment and materials to check they are functioning correctly
- 5.2 Empty draining bags
- 5.3 Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan
- 5.4 Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required
- 5.5 Take appropriate action to remedy any problems when these arise

Learning outcome

The learner will:

- 6 Be able to care for and support the individual during and after the procedure

Assessment criteria

The learner can:

- 6.1 Assess how comfortable the individual is, taking steps to improve the individual's comfort during and after the procedure
- 6.2 Identify adverse effects and appropriate actions
- 6.3 Communicate information to the individual on the care of the catheter and attachments
- 6.4 Demonstrate sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity

Unit 349

Enable individuals with behavioural difficulties to develop strategies to change their behaviour

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

Learning outcome

The learner will:

- 1 Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour

Assessment criteria

The learner can:

- 1.1 Describe how legislation affects policy and practice when working with individuals to manage their behaviour
- 1.2 Describe the methods and approaches available to help an individual change their behaviour

Range

(AC1.2) **Methods and approaches** include:

- motivational interviewing
- cognitive behavioural therapy
- solution focused therapy
- adult learning methods.

Learning outcome

The learner will:

- 2 Understand the factors that influence behaviour

Assessment criteria

The learner can:

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

Range

(AC2.1) **Factors relating to the individual** may include:

- culture
- gender
- beliefs
- personality
- illness
- side effects of medication

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 Describe why it is important to establish a professional relationship with an individual and others when working on behaviour management
- 3.2 Work with individuals and others to gather and review information
- 3.3 Support the individual and others significant to the individual to recognise their behavioural responses to different situations
- 3.4 Encourage the individual to consider the impact of their behaviour

Range

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

- family members
- other health and social care workers
- others who are important to the individual's well-being

Learning outcome

The learner will:

- 4 Be able to enable people to develop strategies for changing behavioural responses

Assessment criteria

The learner can:

- 4.1 Work with an individual to identify and agree the factors which will motivate them to change their behaviour
- 4.2 Explain to an individual the positive outcomes of changing behaviours
- 4.3 Support an individual to identify situations and circumstances which trigger specific behavioural responses
- 4.4 Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to change
- 4.5 Work with the individual to identify and agree coping strategies they are willing to use
- 4.6 Support an individual to develop and practise the agreed strategies and to sustain their motivation
- 4.7 Record the individual's agreement and motivation to change their behaviour in line with agreed ways of working
- 4.8 List any potential barriers to progress and ways in which these barriers can be addressed
- 4.9 Describe the additional advice and support available when an individual does not engage with the process

Range

(AC4.7) **Agreed ways of working** will include policies and procedures where these exist.

Learning outcome

The learner will:

- 5 Be able to evaluate and review strategies for changing behavioural responses

Assessment criteria

The learner can:

- 5.1 Conduct regular reviews
 - 5.2 Assist the individual and others significant to the individual to evaluate the effectiveness of strategies for changing behavioural responses
 - 5.3 Use the positive outcomes identified through the review process to motivate the individual
 - 5.4 Give constructive feedback on progress
 - 5.5 Encourage individuals to find ways in which to sustain their behaviour change
-

- 5.6 Record what has and has not been achieved and identify any future work required
- 5.7 Report the results of the review to all those who have a right and need to receive them

Unit 350

Understand the process and experience of dementia

Unit level:	Level 3
Credit value:	3
GLH:	22
Unit aim:	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Learning outcome

The learner will:

- 1 Understand the neurology of dementia

Assessment criteria

The learner can:

- 1.1 Describe a range of causes of dementia syndrome
- 1.2 Describe the types of memory impairment commonly experienced by individuals with dementia
- 1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
- 1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
- 1.5 Explain why the abilities and needs of an individual with dementia may fluctuate

Range

(AC1.1) **Dementia syndrome:** Dementia caused by a combination of conditions, sometimes called a mixed dementia

(AC1.2) An **individual** is someone requiring care or support

Learning outcome

The learner will:

- 2 Understand the impact of recognition and diagnosis of dementia

Assessment criteria

The learner can:

- 2.1 Describe the impact of early diagnosis and follow up to diagnosis
- 2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
- 2.3 Explain the process of reporting possible signs of dementia within agreed ways of working
- 2.4 Describe the possible impact of receiving a diagnosis of dementia on the individual their family and friends

Learning outcome

The learner will:

- 3 Understand how dementia care must be underpinned by a person centred approach

Assessment criteria

The learner can:

- 3.1 Compare a person centred and a non-person centred approach to dementia care
- 3.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
- 3.3 Describe how myths and stereotypes related to dementia may affect the individual and their carers
- 3.4 Describe ways in which individuals and carers can be supported to overcome their fears

Range

(AC_{3.3}) Carers may include

- partner
- family
- friends
- neighbours

Unit 351

Enable rights and choices of individuals with dementia whilst minimising risks

Unit level:	Level 3
Credit value:	4
GLH:	26
Unit aim:	This unit is about developing the learners' knowledge, understanding and skill of enabling the rights and choices of the individual with dementia whilst minimising risks.

Learning outcome

The learner will:

- 1 Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm

Assessment criteria

The learner can:

- 1.1 Explain the impact of key legislation that relates to fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
- 1.2 Evaluate agreed ways of working that relate to rights and choices of an individual with dementia
- 1.3 Explain how and when personal information may be shared with carers and others, taking into account legislative frameworks and agreed ways of working

Range

(AC1.1) **Key legislation** may include:

- Human Rights Act 1998
- Northern Ireland Act 1998
- Mental Capacity Act Northern Ireland 2016
- Mental Health Act 2007
- The Disability Discrimination Act 1995 and relevant amending/supplementary laws
- Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
- The Carers and Direct Payments (2002 Act) (Commencement No 2) Order (Northern Ireland) 2004

(AC1.2) An **individual** is someone requiring care or support

(AC1.3) **Carers and others** may include:

- care worker
- family
- advocate
- colleagues
- managers
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- independent mental capacity advocate
- independent mental health advocate
- advocate
- dementia care advisor
- support groups

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

Learning outcome

The learner will:

- 2 Be able to maximise the rights and choices of individuals with dementia

Assessment criteria

The learner can:

- 2.1 Demonstrate that the best interests of an individual with dementia are considered when planning and delivering care and support
- 2.2 Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests
- 2.3 Explain why it is important not to assume that an individual with dementia cannot make their own decisions
- 2.4 Describe how the ability of an individual with dementia to make decisions may fluctuate

Range

(AC2.1) **Best interests:** This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social well being of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values

Learning outcome

The learner will:

- 3 Be able to involve carers and others in supporting individuals with dementia

Assessment criteria

The learner can:

- 3.1 Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm
 - 3.2 Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk
 - 3.3 Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution
-

Learning outcome

The learner will:

- 4 Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices

Assessment criteria

The learner can:

- 4.1 Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia
 - 4.2 Demonstrate that key physical aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia
 - 4.3 Demonstrate that key social aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia
-

Range

(AC4.2) **Key physical aspects** may include:

- signage
- colour
- furniture
- flooring
- technology
- room layout
- storage
- space for personal belongings

(AC4.3) **Key social aspects** may include:

- communication skills
- positive approach
- relationship centred approach
- professional boundaries
- abilities focus
- whole team approach

Unit 352

Understand and enable interaction and communication with individuals who have dementia

Unit level:	Level 3
Credit value:	4
GLH:	30
Unit aim:	This unit provides the opportunity for the learner to develop and implement the qualities of an effective relationship with individuals with dementia. This is based on the use of positive interactions and communication skills.

Learning outcome

The learner will:

- 1 Understand the factors that can affect interactions and communication of individuals with dementia

Assessment criteria

The learner can:

- 1.1 Explain how different forms of dementia may affect the way an individual communicates
- 1.2 Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia
- 1.3 Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment
- 1.4 Describe the impact the behaviours of carers and others may have on an individual with dementia

Range

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

- partner
- family
- friends
- neighbours

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

- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- admiral nurses
- independent mental capacity advocate
- community psychiatric nurse
- dementia care advisors
- advocate
- support groups

Learning outcome

The learner will:

- 2 Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques

Assessment criteria

The learner can:

- 2.1 Demonstrate how to use different communication techniques with an individual who has dementia
- 2.2 Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia
- 2.3 Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others

Learning outcome

The learner will:

- 3 Be able to communicate positively with an individual who has dementia by valuing their individuality

Assessment criteria

The learner can:

- 3.1 Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan
- 3.2 Demonstrate how the individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness

Learning outcome

The learner will:

- 4 Be able to use positive interaction approaches with individuals with dementia

Assessment criteria

The learner can:

- 4.1 Explain the difference between a reality orientation approach to interactions and a validation approach
- 4.2 Demonstrate a positive interaction with an individual who has dementia
- 4.3 Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia
- 4.4 Demonstrate how to use aspects of the social environment to enable positive interactions with individuals with dementia
- 4.5 Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia

Range

(AC4.1) **Reality Orientation:** This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in

(AC4.1) **Validation approach:** Using non-judgmental acceptance and empathy to show the individual that their expressed feelings are valid. Focussing on the feelings rather than the content of speech

(AC4.4) **Social environment** can provide interactions which create stimulation and enjoyment such as:

- opportunities to meet with family and friends
- able to talk about early life, past career, good memories
- engagement with familiar activities i.e. attendance at church, clubs, playing golf, favourite walks
- engagement with activities e.g. reminiscence, listening to favourite music,
- continuing social routines, e.g. going to the hairdressers, out for coffee etc.

Unit 353

Equality, diversity and inclusion in dementia care practice

Unit level:	Level 3
Credit value:	3
GLH:	31
Unit aim:	This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit covers the concepts of equality, diversity and inclusion, which are fundamental to person centred approach.

Learning outcome

The learner will:

- 1 Understand that each individual's experience of dementia is unique

Assessment criteria

The learner can:

- 1.1 Explain why it is important to recognise and respect an individual's heritage
- 1.2 Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
- 1.3 Describe how the experience of dementia may be different for individuals
 - 1.3a who have a learning disability
 - 1.3b who are from different ethnic backgrounds
 - 1.3c who are at the end of life
- 1.4 Describe how the experience of an individual's dementia may impact on carers

Range

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

(AC1.1) **Heritage:** This refers to an individual's culture, history and personal experiences and is unique to them

Learning outcome

The learner will:

- 2 Understand the importance of diversity, equality and inclusion in dementia care and support

Assessment criteria

The learner can:

- 2.1 Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support
 - 2.2 Describe the ways in which an individual with dementia may be subjected to discrimination and oppression
 - 2.3 Explain the potential impact of discrimination on an individual with dementia
 - 2.4 Analyse how diversity, equality and inclusion are addressed in dementia care and support
-

Learning outcome

The learner will:

- 3 Be able to work in a person centred manner to ensure inclusivity of the individual with dementia

Assessment criteria

The learner can:

- 3.1 Demonstrate how to identify an individual's uniqueness
 - 3.2 Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion
 - 3.3 Demonstrate practical ways of helping an individual with dementia to maintain their dignity
 - 3.4 Demonstrate how to engage and include an individual with dementia in daily life
-

Learning outcome

The learner will:

- 4 Be able to work with others to encourage support for diversity and equality

Assessment criteria

The learner can:

- 4.1 Work with others to promote diversity and equality for individuals with dementia
 - 4.2 Demonstrate how to share the individual's preferences and interests with others
 - 4.3 Explain how to challenge discrimination and oppressive practice of others when working with an individual with dementia
-

Range

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

- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- admiral nurses
- independent mental capacity advocate
- community psychiatric nurse
- dementia care advisors
- advocate

Unit 354

Principles of supporting individuals with a learning disability regarding sexuality and sexual health

Unit level:	Level 3
Credit value:	3
GLH:	21
Unit aim:	The unit introduces the principles of supporting individuals with a learning disability regarding sexuality and sexual health. It gives a broad summary of sexuality, sexual development and sexual health. The unit also introduces relevant legislation that relates to the development of sexuality for an individual with a learning disability.

Learning outcome

The learner will:

- 1 Understand the development of human sexuality

Assessment criteria

The learner can:

- 1.1 Define the terms: sexuality, sexual health, sexual orientation, and sexual expression
- 1.2 Explain main sexual development milestones throughout an individual's lifespan

Learning outcome

The learner will:

- 2 Understand how the sexual development of individuals' with a learning disability can differ

Assessment criteria

The learner can:

- 2.1 Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability
- 2.2 Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development

- 2.3 Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health
-

Range

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

Learning outcome

The learner will:

- 3 Understand the issues of sexual health and how these can be supported

Assessment criteria

The learner can:

- 3.1 Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being
- 3.2 Identify sexual health issues that differently affect men and women
- 3.3 Explain how sexual health issues can be supported within plans for healthcare
- 3.4 Identify local services that exist to support sexual health for individuals
-

Range

(AC3.1) **Key features of sexual health** may include:

- contraception,
 - hygiene,
 - sexually transmitted infections etc
-

Learning outcome

The learner will:

- 4 Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities

Assessment criteria

The learner can:

- 4.1 Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice
-

Range

(AC4.1) **Relevant legislation:** Any legislation related to supporting individuals with learning disabilities with sexuality and sexual health

Learning outcome

The learner will:

- 5 Know how to support the sexual expression of an individual with a learning disability

Assessment criteria

The learner can:

- 5.1 Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities
- 5.2 Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality
- 5.3 Describe different ways an individual can express themselves sexually and how individual preferences can be supported
- 5.4 Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences

Unit 355

Support individuals with a learning disability to access healthcare

Unit level:	Level 3
Credit value:	3
GLH:	25
Unit aim:	This unit is aimed at those working in a wide range of settings. It provides the 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. The principles of person centred care underpin this unit. Learners must recognise that the people they work with have differing needs, which, although they may be affected by a specific condition or syndrome, are unique to that individual.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 Describe what is meant by a rights based approach to accessing healthcare
- 1.2 Outline the main points of legislation that exists to support a rights based approach
- 1.3 Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision
- 1.4 Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance
- 1.5 Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities

Range

(AC1.5) **Healthcare services** may include:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 Explain the work of healthcare services that an individual with learning disabilities may need to access
- 2.2 Explain how an individual can access each type of healthcare service

Learning outcome

The learner will:

- 3 Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access

Assessment criteria

The learner can:

- 3.1 Describe the role and responsibility of professionals working in different types of healthcare services

Learning outcome

The learner will:

- 4 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities

Assessment criteria

The learner can:

- 4.1 Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities
- 4.2 Explain the range of health checks available to individuals to support good health and well being
- 4.3 Explain the importance of routine healthcare checks

Learning outcome

The learner will:

- 5 Be able to complete and review plans for healthcare

Assessment criteria

The learner can:

- 5.1 Identify who needs to be involved in the process of completing and reviewing plans for healthcare
- 5.2 Complete plans for healthcare with an individual or significant others if appropriate
- 5.3 Review plans for healthcare with an individual or significant others if appropriate

Range

(AC5.2) **Others** and significant others may include

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 6.1 Describe barriers to accessing healthcare services that an individual with learning disabilities may experience
- 6.2 Explain ways to overcome barriers to accessing healthcare services
- 6.3 Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services

Learning outcome

The learner will:

- 7 Be able to support an individual with learning disabilities when accessing a variety of healthcare services

Assessment criteria

The learner can:

- 7.1 Use a person-centred approach to support an individual to access healthcare services
- 7.2 Provide accessible information related to healthcare to individuals
- 7.3 Work with others when supporting an individual to access healthcare services
- 7.4 Support individuals in a range of practical healthcare situations
- 7.5 Support the individual to make safe choices with regard to treatments and medication
- 7.6 Record details of a healthcare visit in a format that an individual with learning disabilities can understand
- 7.7 Identify an individual's needs to healthcare professionals to ensure that the service can be accessed

Range

(AC7.1) **Person-centred** reflects what is important to individuals and helps them to live the life they choose

(AC7.4) **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

(AC7.5) **Treatments and medication** may include:

- complementary therapies
- self-medicating

- over the counter medicine

Unit 356

Understand how to support individuals with autistic spectrum conditions

Unit level:	Level 3
Credit value:	3
GLH:	28
Unit aim:	<p>The unit provides a range of knowledge and understanding about autistic spectrum conditions and explores theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and those close to them and to learn about good practice in areas such as communication and support. The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.</p>

Learning outcome

The learner will:

- 1 Understand the main characteristics of autistic spectrum conditions

Assessment criteria

The learner can:

- 1.1 Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
- 1.2 Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the 'triad of impairments'
- 1.3 Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum
- 1.4 Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
- 1.5 Describe other conditions that may be associated with the autistic spectrum

- 1.6 Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum
-

Learning outcome

The learner will:

- 2 Understand how autistic spectrum conditions can impact on the lives of individuals and those around them

Assessment criteria

The learner can:

- 2.1 Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them
- 2.2 Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
- 2.3 Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families
- 2.4 Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition
-

Range

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

Learning outcome

The learner will:

- 3 Understand different theories and concepts about autism

Assessment criteria

The learner can:

- 3.1 Explain theories about autism related to brain function and genetics psychology
- 3.2 Explain why there are alternative choices of terminology used to describe the autism spectrum
- 3.3 Describe the strengths and limitations of different types of terminology
- 3.4 Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
- 3.5 Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
-

- 3.6 Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum
-

Learning outcome

The learner will:

- 4 Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions

Assessment criteria

The learner can:

- 4.1 Identify what legislation and national and local policy and guidance exists
4.2 Explain what individuals or situations the legislation, national and local policy and guidance applies to
4.3 Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs
-

Learning outcome

The learner will:

- 5 Understand how to achieve effective communication with individuals with an autistic spectrum condition

Assessment criteria

The learner can:

- 5.1 Give examples of how “challenging behaviour” can be a way of expressing emotions where there are communication differences
5.2 Describe methods and systems used to develop and support an individual’s communication
5.3 Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style
-

Learning outcome

The learner will:

- 6 Understand how to support individuals with an autistic spectrum condition

Assessment criteria

The learner can:

- 6.1 Explain why it is important to establish a person-centred plan catering to an individual’s specific preferences and needs
-

- 6.2 Explain why consultation with families/parents/carers is important in person-centred planning and support
 - 6.3 Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills
 - 6.4 Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
 - 6.5 Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm
 - 6.6 Explain how needs change for individuals and their families at different stages of their lives
 - 6.7 Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition
-

Range

(AC6.1) **Specific preferences and needs** includes:

- routines, timetables and structures
- levels of sensory stimulation
- special interests or rituals

(AC6.5) **Harm** may include:

- being taken advantage of because of lack of social understanding
- violating the law without realising s/he is doing something harmful
- abuse
- extreme anxiety

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

Learning outcome

The learner will:

- 1 Understand the factors that impact on an individual with sensory loss

Assessment criteria

The learner can:

- 1.1 Analyse how a range of factors can impact on individuals with sensory loss
- 1.2 Analyse how societal attitudes and beliefs impact on individuals with sensory loss
- 1.3 Explore how a range of factors, societal attitudes and beliefs impact on service provision

Range

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

- communication
- information
- familiar layouts and routines
- mobility

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

- sight loss
- hearing loss
- deafblindness

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 Explain the methods of communication used by individuals with:
 - 2.1a sight loss
 - 2.1b hearing loss
 - 2.1c deafblindness
- 2.2 Describe how the environment facilitates effective communication for people with sensory loss
- 2.3 Explain how effective communication may have a positive impact on lives on individuals with sensory loss

Learning outcome

The learner will:

- 3 Understand the main causes and conditions of sensory loss

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 Identify the indicators and signs of:
 - 4.1a sight loss
 - 4.1b hearing loss
 - 4.1c deafblindness
- 4.2 Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status

4.3 Identify sources of support for those who may be experiencing onset of sensory loss

Unit 358

Understand models of disability

Unit level:	Level 3
Credit value:	3
GLH:	26
Unit aim:	The purpose of this unit is to provide the learner with knowledge and understanding of models of disability.

Learning outcome

The learner will:

- 1 Understand the difference between models of disability

Assessment criteria

The learner can:

- 1.1 Outline the history and development of the medical, social and psycho-social models of disability
- 1.2 Compare and contrast the medical, social and psycho-social models of disability

Learning outcome

The learner will:

- 2 Understand how the adoption of models of disability can shape an individual's identity and experience

Assessment criteria

The learner can:

- 2.1 Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience

Learning outcome

The learner will:

- 3 Understand how the adoption of models of disability can shape service delivery

Assessment criteria

The learner can:

- 3.1 Analyse how the medical, social and psycho-social models of disability can shape service delivery
- 3.2 Evaluate how own practice promotes the wellbeing and quality of life of individuals

Unit 359

Increase awareness about substances with individuals and groups

Unit level:	Level 3
Credit value:	7
GLH:	42
Unit aim:	This unit is for those who need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness raising may be with children and young people, or with other people who need to know about substances e.g. because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances.

Learning outcome

The learner will:

- 1 Understand legislation and policy relevant to substance use

Assessment criteria

The learner can:

- 1.1 Identify the legislation which relates to substance use and describe the difference between legal and illegal drugs
- 1.2 Describe government policy in relation to substance use services e.g. prevention, treatment and rehabilitation
- 1.3 Identify key organisations that are designed to deliver the government's strategy on drugs and alcohol
- 1.4 Describe the legislation, policy and procedures regarding equality and confidentiality of information

Learning outcome

The learner will:

- 2 Understand substance use, its effects and treatments

Assessment criteria

The learner can:

- 2.1 Describe the different substances which are available and the effects they have on the body e.g. stimulants, sedatives and hallucinogenics
- 2.2 Identify the street names for substances, and how these change over time and in different locations
- 2.3 Describe the dangers of substance use e.g. related to quantity, frequency, purity and polydrug use
- 2.4 Describe the methods of substance use and the risks associated with the different methods
- 2.5 Explain the inter-relationship between the background of individuals and the effect of substances on them: e.g. experience and expectations, mental and psychological state, physical health
- 2.6 Identify reasons why individuals use substances and the influence on substance use of individuals' age, gender, economic disadvantage and/or emotional deprivation
- 2.7 Describe the relationship between substance use, crime and antisocial behaviour

Learning outcome

The learner will:

- 3 Be able to identify individuals' knowledge and values about substance

Assessment criteria

The learner can:

- 3.1 Enable individuals to talk about and identify what they know and understand about substance use
- 3.2 Support individuals to explore their feelings and values about substance use
- 3.3 Interact with individuals in a manner that encourages an open exchange of views and is non judgemental

Learning outcome

The learner will:

- 4 Be able to increase individuals' knowledge and understanding of Substances

Assessment criteria

The learner can:

- 4.1 Identify the gaps in individuals' knowledge and understanding about substances, their use and effects
- 4.2 Demonstrate how the values and beliefs of individuals may need to be challenged in their own interests and those of others
- 4.3 Provide learning opportunities in a manner sensitive to individuals' needs and confidence
- 4.4 Ensure that the content of the learning provision is accurate and based on up-to-date evidence

Unit level:	Level 3
Credit value:	5
GLH:	30
Unit aim:	This unit is about testing individuals to see if they have been using substances, including alcohol and controlled drugs.

Learning outcome

The learner will:

- 1 Be able to prepare to test individuals for substance use

Assessment criteria

The learner can:

- 1.1 Identify those individuals to be tested for substance misuse and make arrangements for tests to be witnessed, where required
- 1.2 Demonstrate that the environment in which the tests are to be carried out, and the procedures to be used comply with health, safety and security policies, and afford privacy and dignity
- 1.3 Confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures
- 1.4 Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested
- 1.5 Obtain the individuals consent for testing procedures
- 1.6 Explain clearly and precisely to individuals what they have to do to provide their samples

Learning outcome

The learner will:

- 2 Be able to test for substances

Assessment criteria

The learner can:

- 2.1 Take samples (eg breath, urine, blood, hair, saliva) according to clinical and organisational policies and procedures
- 2.2 Test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures
- 2.3 Follow supplier's/manufacture's instructions for use of equipment, where appropriate
- 2.4 Dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures
- 2.5 Explain possible causes of false readings in the types of tests carried out

Learning outcome

The learner will:

- 3 Be able to communicate outcomes of testing for substances

Assessment criteria

The learner can:

- 3.1 Communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences
- 3.2 Obtain individual's informed consent when test results are to be shared with other practitioners
- 3.3 Complete accurate records of tests and associated reports in accordance with organisational policy and procedures

Unit 361

Support individuals through detoxification programmes

Unit level:	Level 3
Credit value:	3
GLH:	18
Unit aim:	This unit is about working with individuals to achieve stabilisation or withdrawal from alcohol, drug and substance misuse through a planned programme of treatment and care. This will involve inducting individuals to detoxification programmes, developing and reviewing these programmes, and managing the closure of the programme and next steps.

Learning outcome

The learner will:

- 1 Understand how assessments should be undertaken

Assessment criteria

The learner can:

- 1.1 Explain how requests for assessment should be prioritised in line with an organisation's criteria
- 1.2 Describe how to arrange for a comprehensive substance review and risk assessment
- 1.3 Describe how individuals may be involved in the assessment of their needs
- 1.4 Explain how individual motivation and readiness to engage in a treatment programme are assessed
- 1.5 Explain how information obtained during an assessment should be passed to another organisation in line with local protocols
- 1.6 Explain why it is important to assess and review risk to individuals and others from substance misuse on a regular basis

Learning outcome

The learner will:

- 2 Be able to introduce individuals to detoxification programmes

Assessment criteria

The learner can:

- 2.1 Implement the locally agreed criteria for admission of individuals to a detoxification programme
- 2.2 Explain what should be taken into account to establish the correct level of urgency for admission to a detoxification programme
- 2.3 Demonstrate the advice and information that should be provided to individuals prior to a detoxification programme
- 2.4 Describe what a 'contract of care' includes and the respective responsibilities of the individual and the service during a detoxification programme
- 2.5 Demonstrate ways in which significant others and carers may become involved in an individual's detoxification programme

Learning outcome

The learner will:

- 3 Be able to develop and review detoxification treatment and care plans

Assessment criteria

The learner can:

- 3.1 Demonstrate how to co-ordinate detoxification treatment within a care plan which involves the individual and members of other service teams as appropriate
- 3.2 Show how to review expectations and plans with individuals who are not yet able to complete the detoxification programme
- 3.3 Review assessments at appropriate intervals once an individual has commenced a programme of care
- 3.4 Describe the evidence base for the likely outcomes of detoxification programmes

Learning outcome

The learner will:

- 4 Be able to manage closure of individuals' detoxification programmes

Assessment criteria

The learner can:

- 4.1 Arrange a discharge planning meeting with members from other service providers in order to formalise an ongoing care plan
- 4.2 Establish active co-ordination between detoxification and rehabilitative services after discharge
- 4.3 Complete case closure information promptly and accurately for individuals who have achieved abstinence and left the programme

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

Learning outcome

The learner will:

- 1 Know the main forms of mental ill health

Assessment criteria

The learner can:

- 1.1 Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders
- 1.2 Explain the key strengths and limitations of the psychiatric classification system
- 1.3 Explain two alternative frameworks for understanding mental distress.
- 1.4 Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour

Range

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 363

Support individuals to stay safe from harm or abuse

Unit level:	Level 3
Credit value:	4
GLH:	27
Unit aim:	The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals to stay safe from harm or abuse.

Learning outcome

The learner will:

- 1 Understand how legislative frameworks support the safeguarding of individuals

Assessment criteria

The learner can:

- 1.1 Outline legislation and national policies that relate to the safeguarding of individuals
- 1.2 Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks

Range

(AC1.1) **Safeguarding** is working with individuals and their families to take all reasonable measures to ensure that the risks of harm are minimised, and where there are concerns about the welfare of individuals, appropriate action is taken to address those concerns, working to national policies and guidance and to agreed local policies and procedures in full partnership with local agencies

(AC1.1) **Individuals** refers to an adult, child or young person who is accessing a social care service

Learning outcome

The learner will:

- 2 Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to harm or abuse

Assessment criteria

The learner can:

- 2.1 Identify the factors that make an individual vulnerable to harm or abuse
- 2.2 Work with an individual and key people to identify actions, behaviours and situations that may lead to harm or abuse to the individual
- 2.3 Describe the common features of perpetrator behaviour
- 2.4 Support an individual to gain understanding of when the behaviour of others may be unacceptable
- 2.5 Support an individual to gain understanding of the risks associated with the use of electronic communications

Range

(AC2.1) **Factors** would include factors that make someone more vulnerable, these may relate to the individual, to their personal circumstances, to the work setting or to their environment

(AC2.1) **Harm or abuse** may include

- neglect
- physical
- emotional
- sexual
- financial abuse
- bullying
- self harm

(AC2.2) **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship

(AC2.5) **Electronic communications** may include the use of mobile phones and the internet including social networking sites

Learning outcome

The learner will:

- 3 Be able to support individuals to gain an understanding about how to stay safe

Assessment criteria

The learner can:

- 3.1 Support an individual to gain understanding about their right to stay safe
- 3.2 Support an individual to gain understanding about their responsibility to contribute to keeping themselves safe
- 3.3 Work with an individual to balance their rights, responsibilities and risks
- 3.4 Explain how to challenge behaviours or actions that may lead to harm or abuse

Learning outcome

The learner will:

- 4 Be able to work in ways that support individuals to stay safe

Assessment criteria

The learner can:

- 4.1 Engage with an individual in a way that supports trust and rapport
- 4.2 Support an individual to express fears, anxieties or concerns they may have about their safety
- 4.3 Explain what actions to take where there are concerns that an individual might have been harmed or abused
- 4.4 Take action to deal with risks that may lead to harm or abuse
- 4.5 Support an individual to understand workers' responsibility to share information about potential or actual harm or abuse
- 4.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court
- 4.7 Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed
- 4.8 Explain the actions that should be taken if reported concerns are not acted upon
- 4.9 Access support in situations that are outside your expertise, experience, role and responsibility
- 4.10 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse

Unit level:	Level 3
Credit value:	3
GLH:	20
Unit aim:	The purpose of this unit is develop the learners understanding, knowledge and skills when supporting individuals to be part of their community.

Learning outcome

The learner will:

- 1 Understand how communities can support social inclusion

Assessment criteria

The learner can:

- 1.1 Analyse the concepts of:
 - 1.1a social inclusion
 - 1.1b social exclusion
 - 1.1c community
- 1.2 Explain the benefits of social inclusion for:
 - 1.2a individuals
 - 1.2b communities
- 1.3 Explain the consequences of social exclusion for:
 - 1.3a individuals
 - 1.3b communities
- 1.4 Analyse how key legislation can promote social inclusion and reduce social exclusion in the community
- 1.5 Evaluate a range of ways to address barriers to social inclusion that exist in the community
- 1.6 Explain how different roles can support social inclusion

Range

(AC1.1) **Social inclusion** may include:

- valued working role
- voluntary working role
- involvement in non disability groups
- involvement in non disability social activities
- making friends

(AC1.4) **Key legislation** is legislation which specifically addresses social inclusion within the home countries

Learning outcome

The learner will:

- 2 Be able to support the social inclusion of individuals in communities

Assessment criteria

The learner can:

- 2.1 Establish links with a range of community resources
 - 2.2 Use active participation to support social inclusion of individuals
 - 2.3 Use a range of activities to support an individual to have a positive role and sense of identity in the community
 - 2.4 Support an individual to develop a positive self image and sense of identity in the community
-

Range

(AC2.1) **Community resources** could include:

- community centres
- schools
- leisure centres
- libraries
- transport
- social clubs
- community groups
- retail outlets

(AC2.2) **Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

Learning outcome

The learner will:

- 3 Be able to evaluate the participation of individuals in communities

Assessment criteria

The learner can:

- 3.1 Work with an individual to review their participation in a range of activities in the community
- 3.2 Work with an individual to build on activities of interest that will promote social inclusion
- 3.3 Evaluate own role in supporting an individual to participate in the community

Unit level:	Level 3
Credit value:	2
GLH:	17
Unit aim:	This unit covers an understanding of older people, the impact of ageing, the range of factors that impact on older people and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with older people.

Learning outcome

The learner will:

- 1 Understand the impact of the ageing process on older people

Assessment criteria

The learner can:

- 1.1 Describe changes that may come with ageing
- 1.2 Explain how the experience of the ageing process is unique to each individual
- 1.3 Analyse the potential impact of factors associated with ageing on older people to include
 - 1.3a physical
 - 1.3b emotional
 - 1.3c social
 - 1.3d cognitive
 - 1.3e environmental
 - 1.3f financial /economic
- 1.4 Describe how a positive approach to ageing can contribute to the health & wellbeing of an individual

Range

(AC1.2) The **individual** is the person requiring care or support

(AC1.3) **Older people** are defined as those who are over 60+

Learning outcome

The learner will:

- 2 Understand attitudes of society to older people

Assessment criteria

The learner can:

- 2.1 Describe the contributions to society made by older people
- 2.2 Explain what is meant by age discrimination
- 2.3 Explain how societal attitudes and beliefs impact on older people.
- 2.4 Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people

Range

(AC2.2) **Age discrimination** may include any legal definition where one exists

Learning outcome

The learner will:

- 3 Understand the importance of using person centred approaches with older people

Assessment criteria

The learner can:

- 3.1 Describe how the effects of ageing can affect the day to day life of older people
- 3.2 Describe ways of using a person centred approach to support older people to maintain health and well being in day to day life
- 3.3 Explain the importance of social inclusion for older people
- 3.4 Outline barriers to social inclusion for older people
- 3.5 Describe ways of using a person centred approach to enable older people to make positive contributions to their community

Range

(AC3.1) **Day to day life** may include

- relationships
- family role
- social status
- access to community facilities
- personal care
- independence
- lack of social support
- lack of material well being
- education opportunities
- housing
- employment
- access to social and leisure activities
- health care
- sensory loss

(AC3.2) **Person centred approach** is one that fully recognises the uniqueness of the individual and establish this as the basis for planning and delivery of care and support. The approach promotes dignity for older people

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

- neighbourhood
- family group
- religious communities
- ethnic communities
- environment
- clubs and societies
- political and professional groups

Learning outcome

The learner will:

- 4 Understand the importance of independence for older people

Assessment criteria

The learner can:

- 4.1 Understand the importance of independence for older people
- 4.2 Describe how to support older people to maintain independence
- 4.3 Describe how older people can be in control of decision making about their care and support needs
- 4.4 Explain how to encourage older people to take positive risks

Unit 366

Promote nutrition and hydration in health and social care settings

Unit level:	Level 3
Credit value:	4
GLH:	32
Unit aim:	This unit is aimed at learners who work in a wide range of health and social care settings. The unit develops the learners' knowledge and skills in planning and promoting health and wellbeing through nutrition and hydration. It covers nutritional monitoring and screening and develops an understanding of the roles and responsibilities of other key professionals.

Learning outcome

The learner will:

- 1 Understand what makes up a balanced diet

Assessment criteria

The learner can:

- 1.1 Define the main food groups
- 1.2 Identify sources of essential nutrients
- 1.3 Explain the role of essential nutrients for health
- 1.4 Evaluate the impact of poor diet on health and wellbeing
- 1.5 Explain what adaptations to a balanced diet may be required for different groups

Range

(AC1.5) **Different groups** may include:

- older people that are in good health
- people of different genders
- people with health problems
- people with dementia
- people with disabilities
- people with learning disabilities
- people from different cultures
- vegetarians and vegans

(AC1.4) **Health** refers to general physical health and healthy weight (i.e. BMI in the accepted range for the individual's group)

(AC1.4) **Wellbeing** refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life

Learning outcome

The learner will:

- 2 Understand nutritional guidelines

Assessment criteria

The learner can:

- 2.1 Summarise current national nutritional guidelines for a balanced diet
 - 2.2 Explain how to access additional support and information relating to nutrition and hydration
-

Range

(AC2.1) **Nutritional guidelines** refers to the latest national guidance for appropriate groups

Learning outcome

The learner will:

- 3 Be able to promote nutrition in health and social care settings

Assessment criteria

The learner can:

- 3.1 Explain the importance of a balanced diet
 - 3.2 Demonstrate how to plan an appropriate balanced diet with an individual
 - 3.3 Demonstrate how to promote an appropriate balanced diet with an individual.
 - 3.4 Evaluate the effectiveness of different ways of promoting healthy eating
-

Range

(AC3.1) **Balanced diet** is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health

(AC3.2) **Individual** is someone requiring care or support

(AC3.4) **Healthy eating/healthy diet** is one based on sound nutritional principles. It would usually feature:

- high consumption of fruits & vegetables
- low consumption of red meat & fatty foods
- meals based on starch foods
- raw foods & whole grains are preferred to processed or refined foods
- protein primarily from fish, dairy products, nuts
- low consumption of salt, pepper, sugar, saturated fats, coffee & other caffeinated beverages
- low consumption of alcohol
- drinking plenty of water
- organic and/or unprocessed foods—ie, produced without pesticides and chemical preservatives

Learning outcome

The learner will:

- 4 Be able to promote hydration in health and social care settings

Assessment criteria

The learner can:

- 4.1 Explain the importance of hydration
- 4.2 Describe signs of dehydration
- 4.3 Demonstrate ways to support and promote hydration with individuals
- 4.4 Evaluate the effectiveness of different ways of supporting and promoting hydration

Learning outcome

The learner will:

- 5 Understand how to prevent malnutrition in health and social care settings

Assessment criteria

The learner can:

- 5.1 Describe the factors that may affect nutritional intake
- 5.2 Describe the risk factors that may lead to malnutrition
- 5.3 Describe the signs of malnutrition
- 5.4 Explain ways of ensuring foods and drinks have increased nutritional density through fortification
- 5.5 Describe the appropriate use of nutritional supplements

Range

(AC5.1) **Factors** could include:

- culture and religion
- individual preferences and habits
- physical factors – positioning, oral hygiene
- psychological factors – depression, eating disorders
- income, lifestyle and social convention
- advertising and fads
- family and peer group influences
- ethics, morals and political beliefs
- neglect

(AC5.2) **Risk factors** could include those listed under 'factors' and also:

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

(AC5.4) **Fortification** involves the enriching of food or drink and could include the addition of the following items to increase energy and nutrient content: milk powder, evaporated milk, cheese, butter, cream, sugar, syrup, dried fruits, figs, prunes, potatoes, branded food fortifications

(AC5.5) **Nutritional supplements** are products with potential health benefits that are added to the diet when it lacks some or all of the following: energy, protein, vitamins or minerals (e.g. nutritional supplement drinks, vitamin and mineral additives)

Learning outcome

The learner will:

- 6 Be able to carry out nutritional screening in health and social care settings

Assessment criteria

The learner can:

- 6.1 Describe the purpose of nutritional screening
- 6.2 Carry out nutritional screening
- 6.3 Implement the actions identified by nutritional screening
- 6.4 Monitor, record and review the actions taken following nutritional screening

Learning outcome

The learner will:

- 7 Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings

Assessment criteria

The learner can:

- 7.1 Describe the roles and responsibilities of others in assessing and managing the nutritional and hydration needs with individuals
- 7.2 Explain ways in which nutrition and hydration can be monitored
- 7.3 Monitor and record nutrition and hydration of an individual in accordance with their plan of care

Range

(AC7.1) **Others** may include:

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

(AC7.3) **Plan of care** records the day to day requirements and preferences for care and support. It may be known by another name e.g. care plan, support plan, individual plan

Learning outcome

The learner will:

- 8 Understand factors that affect special dietary requirements in health and social care settings

Assessment criteria

The learner can:

- 8.1 Describe factors that may promote healthy eating in different groups
- 8.2 Describe factors that may create barriers to healthy eating for different groups
- 8.3 Explain why individuals may have special dietary requirements
- 8.4 Explain why it is important for individuals with special dietary requirements to follow special diets

Range

(AC8.3/8.4) **Special diets/special dietary requirements** in this context may include therapeutic diets for an illness or condition (e.g. food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease) or may include those that may prevent / limit / promote / meet one or more of the following:

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

Unit 370

Interact with and support individuals using telecommunications

Unit level:	Level 3
Credit value:	5
GLH:	36
Unit aim:	This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.

Learning outcome

The learner will:

- 1 Understand the legal and local requirements relating to the use of telecommunications when supporting individuals

Assessment criteria

The learner can:

- 1.1 Describe the legal and local requirements and policies relevant to the functions being carried out
- 1.2 Explain the rights of the individual being supported using telecommunications

Learning outcome

The learner will:

- 2 Be able to use telecommunication technology

Assessment criteria

The learner can:

- 2.1 Use different types of telecommunication technology
- 2.2 Explain how interactions may differ depending on the type of telecommunication technology used
- 2.3 Respond to individuals according to organisational policies
- 2.4 Record details of interactions in the appropriate system

Range

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

Learning outcome

The learner will:

- 3 Be able to engage with individuals using telecommunications

Assessment criteria

The learner can:

- 3.1 Engage with the individual without face to face interaction including:
 - 3.1a providing opportunities to sustain the interaction
 - 3.1b providing reassurance of continued interest
 - 3.1c encouraging individuals to share their concerns
 - 3.1d responding to the individual's immediate requirements at each stage during the interaction
 - 3.1e recognising where anonymity may encourage them to respond
 - 3.2 Provide information about the service and confirm it's appropriateness to the individual
 - 3.3 Identify the significance of the circumstances the individual is in
 - 3.4 Encourage callers to provide additional information about their situation or requirements
 - 3.5 Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service
 - 3.6 Comply with legal and organisational requirements and policies relevant to the functions being carried out
-

Learning outcome

The learner will:

- 4 Be able to identify and evaluate any risks or dangers for individuals during the interaction

Assessment criteria

The learner can:

- 4.1 Identify the types of risks or dangers different individuals might face
 - 4.2 Evaluate the implications of any risk or dangers facing an individual, including:
 - 4.2a the circumstances in which the interaction is being made
 - 4.2b the types of problems which could occur
 - 4.2c the significance of any signs of increased stress during interactions
 - 4.2d whether there are any constraints on individuals
 - 4.2e the appropriate action to deal with any risks, dangers or problems
-

Learning outcome

The learner will:

- 5 Be able to terminate the interaction

Assessment criteria

The learner can:

- 5.1 Demonstrate how to end interactions including:
 - 5.1a identifying when to close the interaction
 - 5.1b providing clear information to the individual on the reasons for ending the interaction
 - 5.1c operating to the guidelines and procedures of the organisation
 - 5.1d explaining what further action may be taken
- 5.2 Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
- 5.3 Record and check the individual's demographic details
- 5.4 Identify why recording and checking details might be required before ending/ transferring the call

Unit 420

Support individuals to access education, training or employment

Unit level:	Level 4
Credit value:	4
GLH:	31
Unit aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

Learning outcome

The learner will:

- 1 Understand the value of engagement in training, education or employment for individuals

Assessment criteria

The learner can:

- 1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of individuals

Range

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

Learning outcome

The learner will:

- 2 Understand how legislation, guidance and codes of practice support an individual to access training, education or employment

Assessment criteria

The learner can:

- 2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
- 2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment

- 2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities
-

Learning outcome

The learner will:

- 3 Understand the support available to individuals accessing education, training or employment

Assessment criteria

The learner can:

- 3.1 Identify agencies that provide support to individuals accessing education, training or employment
- 3.2 Explain the support provided by the agencies identified
-

Learning outcome

The learner will:

- 4 Be able to support an individual to identify and access education, training or employment that meet needs and preferences

Assessment criteria

The learner can:

- 4.1 Work with individuals to identify education, training or employment opportunities
- 4.2 Work with the individual and/or others to source accessible information on education, training or employment opportunities
- 4.3 Support the individual to select education, training or employment
- 4.4 Support the individual to complete applications to access education, training or employment
- 4.5 Support the individual to prepare for interview or selection for education, training or employment
-

Range

(AC4.1) **Employment opportunities** should take into account:

- aspirations
- skills and abilities
- interests
- experience
- qualifications
- support needs
- preferred career pathway
- personal circumstances
- language / communication needs

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

- team members
 - other colleagues
-

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

Learning outcome

The learner will:

- 5 Be able to support individuals to undertake education, training or employment

Assessment criteria

The learner can:

- 5.1 Outline own role and role of others in providing support to an individual to undertake education, training or employment
- 5.2 Work with the individual and/or others to identify assistive technology, resources and support that may be needed to undertake education, training or employment
-

Learning outcome

The learner will:

- 6 Be able to evaluate engagement in education, training or employment

Assessment criteria

The learner can:

- 6.1 Review with the individual and/or others how well the education, training or employment opportunity has met:
- 6.1a expectations
 - 6.1b identified outcomes
- 6.2 Review with the individual and/or others the continued support required to undertake education, training or employment
- 6.3 Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences
-

Unit 421

Support individuals to access and manage direct payments

Unit level:	Level 4
Credit value:	4
GLH:	20
Unit aim:	This unit covers the underpinning knowledge and skills to enable learners to support individuals with managing direct payments. This unit can apply to a number of care settings.

Learning outcome

The learner will:

- 1 Understand the role of direct payments

Assessment criteria

The learner can:

- 1.1 Explain the purpose of direct payments
- 1.2 Explain legislation and policies relating to direct payments for providing care and support
- 1.3 Identify the range of services for which direct payments may be used
- 1.4 Explain the term personalisation in relation to direct payments

Learning outcome

The learner will:

- 2 Be able to support individuals to decide whether to use direct payments

Assessment criteria

The learner can:

- 2.1 Identify sources of information and advice about using direct payments
- 2.2 Identify the conditions that need to be met for the individual to be eligible for direct payments
- 2.3 Provide information and advice about direct payments in a way that is accessible to an individual and others
- 2.4 Access specialist guidance about using direct payments
- 2.5 Work with the individual and others to assess:
 - 2.5a whether a direct payment would be beneficial in meeting the individual's needs
 - 2.5b the level and type of support needed to manage the direct payment

Range

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

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

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

Learning outcome

The learner will:

3 Be able to provide support to select services to be purchased with direct payments

Assessment criteria

The learner can:

- 3.1 Provide accessible information about services that are likely to meet the individual's needs
- 3.2 Work with the individual and others to select support that meets their needs within resources available
- 3.3 Support the individual to check and understand documents produced by service providers selected

Learning outcome

The learner will:

4 Be able to provide support for completing paperwork associated with direct payments

Assessment criteria

The learner can:

- 4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes active participation
- 4.2 Support the individual to make payments for services purchased, in a way that promotes active participation
- 4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation

Range

(AC4.1) **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible. The individual is regarded as an active partner in their own care or support, rather than a passive recipient

Learning outcome

The learner will:

- 5 Understand how to address difficulties, dilemmas and conflicts relating to direct payments

Assessment criteria

The learner can:

- 5.1 Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments
- 5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments
- 5.3 Describe strategies to resolve or minimise difficulties, dilemmas and conflicts

Learning outcome

The learner will:

- 6 Be able to contribute to reviewing the support provided through direct payments

Assessment criteria

The learner can:

- 6.1 Agree with the individual any support needs and the required support to be purchased
- 6.2 Work with the individual and others to evaluate the support they have purchased
- 6.3 Agree and record any changes needed to the support purchased
- 6.4 Provide feedback to organisations about the support purchased

Learning outcome

The learner will:

- 7 Be able to contribute to reviewing the management of direct payments

Assessment criteria

The learner can:

- 7.1 Work with the individual and others to review the management of the direct payment
- 7.2 Agree and record any changes to the type and level of support needed for managing a direct payment
- 7.3 Provide feedback to people and organisations about the management of the individual's direct payment

Unit 422

Work with families, carers and individuals during times of crisis

Unit level:	Level 4
Credit value:	5
GLH:	35
Unit aim:	This unit is aimed at health & social care workers working with individuals and their carers and families in times of crisis, to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.

Learning outcome

The learner will:

- 1 Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis

Assessment criteria

The learner can:

- 1.1 Describe current legislation relevant to risk assessment and risk management
- 1.2 Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider
- 1.3 Explain the different types of support and intervention available to individuals, carers and families in times of crisis
- 1.4 Explain the factors that influence the kinds of support offered

Range

(AC1.4) **Factors** include:

- economic and social factors
- any illnesses which the individual may have
- risk assessment
- restrictions which may apply under legislation

Learning outcome

The learner will:

- 2 Be able to develop risk management strategies when working with individuals, carers and families in times of crisis

Assessment criteria

The learner can:

- 2.1 Assess the risk of crisis situations occurring
- 2.2 Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy
- 2.3 Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy
- 2.4 Formulate a risk management strategy using risk assessments
- 2.5 Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties
- 2.6 Complete documentation in line with agreed ways of working

Range

(AC2.6) **Agreed ways of working** will include policies and procedures where these exist

Learning outcome

The learner will:

- 3 Be able to respond during times of crisis

Assessment criteria

The learner can:

- 3.1 Evaluate the seriousness and urgency of a request for action
- 3.2 Work with families, carers and individuals to agree the response to a crisis situation
- 3.3 Record and communicate the agreed actions
- 3.4 Implement agreed actions promptly in line with agreed ways of working

Learning outcome

The learner will:

- 4 Be able to review the outcomes of requests for action during times of crisis

Assessment criteria

The learner can:

- 4.1 Explain how to conduct a valid, reliable and comprehensive review
- 4.2 Review outcomes of actions taken and decisions made
- 4.3 Analyse the results of the review to inform future risk management strategies and actions to be taken

Unit 423

Support individuals in the use of assistive technology

Unit level:	Level 4
Credit value:	4
GLH:	32
Unit aim:	The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support the use of assistive technology.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 1.1 Research the range and purpose of assistive technology that is available to support individuals in own area of work
- 1.2 Investigate the effectiveness of the most commonly used assistive technology in own area of work
- 1.3 Explain how assistive technology can have a positive impact on the well being and quality of life of individuals

Range

(AC1.3) Well being

- emotional
- psychological
- physical

Learning outcome

The learner will:

- 2 Be able to support the selection of assistive technology with individuals

Assessment criteria

The learner can:

- 2.1 Explain own role and the roles of others in the provision of assistive technology for individuals
- 2.2 Support an individual to access specialist information and support about assistive technology
- 2.3 Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
- 2.4 Support an individual to select assistive technology to meet their needs and preferences

Range

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

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

Learning outcome

The learner will:

- 3 Be able to support the use of assistive technology aids with an individual

Assessment criteria

The learner can:

- 3.1 Prepare the environment to support the use of assistive technology with an individual
- 3.2 Support the use of assistive technology following instructions or guidelines within boundaries of own role
- 3.3 Record the use of assistive technology following procedures or agreed ways of working
- 3.4 Explain when and to whom referrals for maintenance or repair would be made

Learning outcome

The learner will:

- 4 Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes

Assessment criteria

The learner can:

- 4.1 Review the effectiveness of assistive technology against identified outcomes with individuals and / or others
- 4.2 Provide feedback to others on the use of assistive technology
- 4.3 Revise plans to use assistive technology to achieve identified outcomes with individuals and / or others
- 4.4 Evaluate own practice in using assistive technology to meet identified outcomes
- 4.5 Adapt own practice to support the needs of the individual

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

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

Appendix 2 Useful contacts

UK learners General qualification information	E: learnersupport@cityandguilds.com
International learners General qualification information	E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	E: walledgarden@cityandguilds.com

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