Level 3 Diploma in Health and Social Care (Adults) for England (4222-31)

Qualification handbook for centres

501/1194/2

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Level 3 Diploma in Health and Social Care (Adults) for England (4222-31)

Qualification handbook for centres

Related Qualifications	Number	QAN
Level 2 Diploma in Health & Social Care (Adults) for England	4222-21	501/1306/9
Level 2 Diploma in Health & Social Care (Adults) for Wales and Northern Ireland	4222-22	501/1260/0
Level 3 in Health and Social Care (Adults) for Wales and Northern Ireland	4222-32	501/1200/4
Level 3 in Health and Social Care (Children and Young People) for Wales and Northern Ireland	4222-33	501/1201/6

Version and date	Change detail	Section
1.1 January 2012	Further guidance added	1Error! Reference source not found.
2 October 2012	Additional units added the optional group B and C. Units: 4222-656, 4222-658, 4222-660, 4222-664 – 4222-665, 4222-668 – 4222-669, 4222-677 – 4222-679. 4222-633, 4222-635, 4222-640, 4222-642, 4222-644, 4222-652 – 4222-653, 4222-659, 4222-661 – 4222-663, 4222-672 – 4222-673, 4222-675, 4222-680, 4222-217, 4222-220, 4222-683 – 4222-684	Units
2.1 3 December 2012	2 units moved from section C to B	1.1 Qualification Structure
2.1 January 2013	Unit 648 added to Option C in the Structure	Introduction to the qualification
2.2 August 2013	Minor formatting corrections	Whole document
3.0 December 2013	Added guidance on apprenticeship requirements – for Health	1.3 Apprenticeships
4.0 November 2014	Units 605 and 606 added to the structure table	Qualification structure
5.0 January 2016	Unit 604 added to the structure table	Introduction to the qualification
6.0 February 2017	Removed Unit 267 Deleted phone numbers Updated Group statement	Structure; Units Useful contacts and opening pages
6.1 August 2017	Added GLH and TQT details Removed QCF	Introduction to the units Throughout

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 3 Diploma in Health and Social Care
City & Guilds qualification number	4222-31
Qualification accreditation number	501/1194/2
Last registration/certification date	See the online catalogue/Walled Garden for last dates

This qualification is to guide and assess the development of knowledge and skills relating to the health and social care workforce. This qualification confirms competence in these areas for roles such as:

- Care assistants/support workers/key workers in residential settings
- Healthcare assistants / support workers in community and primary care environments
- Healthcare assistants / support workers in acute health environments
- Care assistants/support workers/key workers in domiciliary services
- 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
- Emerging new types of workers and multidisciplinary health roles crossing traditional service barriers and delivery models.

It is anticipated that learners will progress to Level 5 qualifications for management or senior practitioner roles in Health & Social Care, or to specialist qualifications reflecting the context in which they work.

1.1 Qualification structure

To achieve the Level 3 Diploma in Health and Social Care (Adults) for England (4222-31), Learners must achieve a minimum of 58 credits .To do this they must achieve:

Generic Pathway
- 28 credits from the mandatory units in Group A
- a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B
- at least 23 credits from the optional units in Group C

Dementia Pathway
- 28 credits from the mandatory units in Group A
- a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B but must complete : DEM 301 Understand the process and experience of dementia.
- at least 23 credits from the optional units in Group C but one of the following must be completed: DEM 304, DEM,312, or DEM 313

Adults with Learning Disabilities Pathway

- 28 credits from the mandatory units in Group A
- a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B but must complete : LD 201 Understand the context of supporting and individual with learning disabilities
- at least 23 credits from the optional units in Group C but one of the following must be completed: LD 302, LD 303.

The table below illustrates the unit titles, the unit accreditation number (UAN), the credit value of each unit and if a unit is mandatory or optional. It also shows any excluded combination of units.

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
J/601/1434	4222-301	SHC31	Promote communication in health, social care or children's and young people's settings	Mandatory Group A	3	3	
A/601/1429	4222-302	SHC32	Engage in personal development in health, social care or children's and young people's settings	Mandatory Group A	3	3	
Y/601/1437	4222-303	SHC33	Promote equality and inclusion in health, social care or children's and young people's settings	Mandatory Group A	3	2	
R/601/1436	4222-304	SHC34	Principles for implementing duty of care in health, social care or children's and young people's settings	Mandatory Group A	3	1	
A/601/8574	4222-205	HSC 024	Principles of safeguarding and protection in health and social care	Mandatory Group A	2	3	
J/601/8576	4222-206	HSC 025	The role of the health and social care worker	Mandatory Group A	2	2	
Y/601/8145	4222-305	HSC 036	Promote person centred approaches in health and social care	Mandatory Group A	3	6	

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
F/601/8138	4222-306	HSC 037	Promote and implement health and safety in health and social care	Mandatory Group A	3	6	
J/601/9470	4222-307	HSC 038	Promote good practice in handling information in health and social care settings	Mandatory Group A	3	2	
M/502/3146	4222-601	ADVO 301	Purpose and principles of Independent Advocacy	Optional Group B	3	4	
F/602/0097	4222-618	CMH301 1	Understand mental well-being and mental health promotion	Optional Group B	3	3	
J/602/0103	4222-619	CMH302 2	Understand mental health problems	Optional Group B	3	3	
J/601/3538	4222-365	DEM 301	Understand the process and experience of dementia	Optional Group B	3	3	
K/601/9199	4222-368	DEM 305	Understand the administration of medication to individuals with dementia using a person centred approach	Optional Group B	3	2	
L/601/3539	4222-369	DEM 308	Understand the role of communication and interactions with individuals who have dementia	Optional Group B	3	3	Barred unit: Y/601/4693 - DEM 312
Y/601/3544	4222-370	DEM 310	Understand the diversity of individuals with dementia and the importance of inclusion	Optional Group B	3	3	Barred unit: F/601/4686 - DEM 313
Y/601/8579	4222-402	HSC 3021	Understand theories of relationships and social networks	Optional Group B	4	3	

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
K/601/9493	4222-330	HSC 3046	Introduction to personalisation in social care	Optional Group B	3	3	
L/501/6737	4222-264	IC01	The principles of Infection Prevention and Control	Optional Group B	2	3	
H/501/7103	4222-265	IC02	Causes and Spread of Infection	Optional Group B	2	2	
R/501/6738	4222-266	IC03	Cleaning, Decontamination and Waste Management	Optional Group B	2	2	
K/601/5315	4222-245	LD 201	Understand the context of supporting individuals with learning disabilities	Optional Group B	2	4	
H/601/5703	4222-249	LD 206	Principles of supporting an individual to maintain personal hygiene	Optional Group B	2	1	Barred unit: K/601/9963 - LD 206 C
J/601/6293	4222-375	LD 305	Understand positive risk taking for individuals with disabilities	Optional Group B	3	3	Barred unit: L/601/9549 - HSC 3066
A/601/6274	4222-376	LD 307	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Optional Group B	3	3	
T/601/5317	4222-378	LD 310	Understand how to support individuals with autistic spectrum conditions	Optional Group B	3	3	
M/601/7227	4222-380	LD 311K	Principles of supporting young people with a disability to make the transition into adulthood	Optional Group B	3	3	Barred unit: F/602/0049 - LD 311C
M/601/7048	4222-382	LD 314K	Principles of self-directed support	Optional Group B	3	3	Barred unit: J/602/0053 - LD 314 C
J/601/6150	4222-385	PD OP 3.1	Understand Physical Disability	Optional Group B	3	3	

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
Y/601/6167	4222-387	PD OP 3.3	Understand the impact of Acquired Brain Injury on individuals	Optional Group B	3	3	
M/601/3467	4222-393	SS MU 3.1	Understand Sensory Loss	Optional Group B	3	3	
F/601/3473	4222-394	SS OP 3.1	Understand Models of Disability	Optional Group B	3	3	
D/504/2243	4222-656	HSC 3072	Understand the factors affecting older people	Optional Group B	3	2	
Y/503/8689	4222-658	EOL 301	Understand how to provide support when working in end of life care	Optional Group B	3	4	
A/503/8135	4222-660	EOL 303	Understand Advance Care Planning	Optional Group B	3	3	
J/503/8137	4222-664	EOL 307	Understand how to support individuals during the last days of life	Optional Group B	3	3	Barred with EOL 306
F/503/8704	4222-665	EOL 308	End of Life and dementia care	Optional Group B	3	2	
F/503/7150	4222-668	SCM 201	Stroke Awareness	Optional Group B	2	3	
J/503/7165	4222-669	SCM 301	Understand Stroke Care Management	Optional Group B	3	4	
T/502/7599	4222-677	ACT 304	Understand the Effects of Ageing in Activity Provision	Optional Group B	3	2	
K/502/7583	4222-678	MH 203	Understanding and Enabling Assisting and Moving Individuals	Optional Group B	2	4	
D/503/1839	4222-679	DIB 201	Diabetes Awareness	Optional Group B	3	6	

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
F/502/3149	4222-604	ADVO 304	Responding to the advocacy needs of different groups of people	Optional C	3	6	
M/601/0648	4222-605	ASM1	Recognise indications of substance misuse and refer individuals to specialists	Optional C	3	4	
A/601/0670	4222-606	ASM3	Support individuals who are substance users	Optional C	3	7	
D/501/0585	4222-607	ASM4	Identify and act upon immediate risk of danger to substance misusers	Optional Group C	3	4	
M/601/0682	4222-608	ASM5	Provide services to those affected by someone else's substance use	Optional Group C	3	4	
H/501/0586	4222-609	ASM8	Increase awareness about drugs, alcohol or other substances with individuals and groups	Optional Group C	3	7	
T/601/0666	4222-610	ASM9	Test for substance use	Optional Group C	3	5	
D/601/0662	4222-611	ASM11	Carry out initial assessments to identify and prioritise the needs of substance misusers	Optional Group C	3	5	
K/501/0587	4222-612	ASM12	Carry out comprehensive substance misuse assessment	Optional Group C	3	5	
D/601/0676	4222-613	ASM15	Assist with the transfer of individuals who misuse substances between agencies and services	Optional Group C	3	1	

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
K/501/0590	4222-614	ASM18	Support individuals through detoxification programmes	Optional Group C	3	3	
R/601/3526	4222-615	ASM24	Develop and sustain effective working relationships with staff in other agencies	Optional Group C	3	4	
Y/501/0598	4222-616	ASM34	Administer medication to individuals, and monitor the effects	Optional Group C	3	5	Barred with: F/601/4056 – HSC 3047
D/501/0599	4222-617	ASM35	Supply and exchange injecting equipment for individuals	Optional Group C	3	3	
T/601/9187	4222-366	DEM 302	Understand and meet the nutritional requirements of individuals with dementia	Optional Group C	3	3	
A/601/9191	4222-367	DEM 304	Enable rights and choices of individuals with dementia whilst minimising risks	Optional Group C	3	4	
Y/601/4693	4222-371	DEM 312	Understand and enable interaction and communication with individuals who have dementia	Optional Group C	3	4	Barred with: L/601/3539 – DEM 308
F/601/4686	4222-372	DEM 313	Equality, diversity and inclusion in dementia care practice	Optional Group C	3	4	Barred unit: Y/601/3544 – DEM 310
K/601/9025	4222-212	HSC2003	Provide support to manage pain and discomfort	Optional Group C	2	2	

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
R/601/7902	4222-226	HSC 2019	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	Optional Group C	2	2	
T/601/8721	4222-229	HSC 2024	Undertake agreed pressure area care	Optional Group C	2	4	
J/601/8027	4222-232	HSC 2028	Move and position individuals in accordance with their plan of care	Optional Group C	2	4	
T/601/9027	4222-309	HSC 3001	Contribute to raising awareness of health issues	Optional Group C	3	4	
A/601/9028	4222-310	HSC 3002	Provide support to continue recommended therapies	Optional Group C	3	3	
L/601/8028	4222-311	HSC 3003	Provide support to maintain and develop skills for everyday life	Optional Group C	3	4	
L/601/8644	4222-312	HSC 3004	Facilitate learning and development activities to meet individual needs and preferences	Optional Group C	3	5	
M/601/9494	4222-401	HSC 3007	Support the development of community partnerships	Optional Group C	4	5	
D/601/9491	4222-313	HSC 3008	Implement therapeutic group activities	Optional Group C	3	4	
H/601/9492	4222-314	HSC 3010	Support individuals to develop and run support groups	Optional Group C	3	3	
M/601/9611	4222-315	HSC 3012	Prepare to support individuals within a shared lives arrangement	Optional Group C	3	4	
F/601/7927	4222-316	HSC 3013	Support individuals to access and use services and facilities	Optional Group C	3	4	

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
J/601/9601	4222-317	HSC 3014	Provide support for individuals within a shared lives arrangement	Optional Group C	3	5	
R/601/8578	4222-318	HSC 3019	Support individuals in their relationships	Optional Group C	3	4	
H/601/8049	4222-319	HSC 3020	Facilitate person centred assessment, planning, implementation and review	Optional Group C	3	6	
Y/601/7903	4222-320	HSC 3022	Support individuals to live at home	Optional Group C	3	4	
D/601/7904	4222-321	HSC 3023	Support individuals to manage their finances	Optional Group C	3	3	
H/601/7905	4222-403	HSC 3024	Support individuals to access and manage direct payments	Optional Group C	4	6	
K/601/7906	4222-322	HSC 3027	Support individuals to access housing and accommodation services	Optional Group C	3	4	
R/601/8581	4222-323	HSC 3028	Support individuals to deal with personal relationship problems	Optional Group C	3	4	
T/601/8282	4222-324	HSC 3029	Support Individuals With Specific Communication Needs	Optional Group C	3	5	
M/601/7907	4222-325	HSC 3033	Support individuals during a period of change	Optional Group C	3	4	
T/601/7908	4222-326	HSC 3034	Support individuals to prepare for and settle in to new home environments	Optional Group C	3	3	

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
A/601/7909	4222-327	HSC 3035	Support individuals who are bereaved	Optional Group C	3	4	
H/601/8147	4222-328	HSC 3038	Work in partnership with families to support individuals	Optional Group C	3	4	
F/601/3764	4222-329	HSC 3045	Promote positive behaviour	Optional Group C	3	6	Barred with: T/601/9738– HSC 3065
F/601/4056	4222-331	HSC 3047	Support use of medication in social care settings	Optional Group C	3	5	Barred with: Y/501/0598 – ASM 34
T/601/9495	4222-332	HSC 3048	Support individuals at the end of life	Optional Group C	3	7	
R/601/8824	4222-236	HSC 3049	Prepare environments and resources for use during healthcare activities	Optional Group C	2	3	
A/601/8980	4222-333	HSC3050	Prepare for and carry out extended feeding techniques	Optional Group C	3	4	
Y/601/9022	4222-334	HSC3051	Undertake tissue viability risk assessments	Optional Group C	3	3	
R/601/8662	4222-335	HSC 3052	Undertake physiological measurements	Optional Group C	3	3	
D/601/8860	4222-336	HSC 3053	Obtain venous blood samples	Optional Group C	3	3	
J/601/8979	4222-337	HSC 3054	Undertake urethral catheterisation processes	Optional Group C	3	4	
A/601/9174	4222-404	HSC 3055	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	Optional Group C	4	5	
K/601/9185	4222-338	HSC 3056	Support families in maintaining relationships in their wider social structures	Optional Group C	3	4	

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
F/601/9029	4222-405	HSC 3057	Work with families, carers and individuals during times of crisis	Optional Group C	4	5	
L/601/9034	4222-339	HSC 3058	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	Optional Group C	3	8	
J/601/9968	4222-340	HSC 3061	Help individuals address their substance use through an action plan	Optional Group C	3	4	
Y/601/8825	4222-341	HSC 3062	Interact with and support individuals using telecommunications	Optional Group C	3	5	
T/601/9738	4222-406	HSC 3065	Implement the positive behavioural support model	Optional Group C	4	8	Barred unit: F/601/3764 – HSC 3045
L/601/9549	4222-342	HSC 3066	Support positive risk taking for individuals	Optional Group C	3	4	Barred with unit: J/601/6293 - LD Op 305
K/601/9963	4222-250	LD 206 C	Support individuals to maintain personal hygiene	Optional Group C	2	2	Barred unit: H/601/5703 – ASCENTIS
A/601/7215	4222-373	LD 302	Support person-centred thinking and planning	Optional Group C	3	5	
D/601/7353	4222-374	LD Op 303	Promote active support	Optional Group C	3	5	
J/601/8657	4222-377	LD 308	Support individuals with a learning disability to access healthcare	Optional Group C	3	3	
F/602/0049	4222-379	LD 311C	Support young people with a disability to make the transition into adulthood	Optional Group C	3	5	Barred unit: M/601/7227 – LD 311K
K/601/7047	4222-381	LD 312	Support parents with disabilities	Optional Group C	3	6	

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
J/602/0053	4222-383	LD Op 314C	Support individuals with self-directed support	Optional Group C	3	5	Barred unit: M/601/7048 – LD 314K
K/601/6190	4222-386	PD OP 3.2	Work with other professionals and agencies to support individuals with physical disability	Optional Group C	3	3	
M/601/5817	4222-388	PD OP 3.4	Support families who are affected by Acquired Brain Injury	Optional Group C	3	3	
D/601/5750	4222-389	PD OP 3.5	Support families who have a child with a disability	Optional Group C	3	3	
K/601/3483	4222-395	SS OP 3.2	Promote effective communication with individuals with sensory loss	Optional Group C	3	4	
A/601/5190	4222-396	SS OP 3.3	Support individuals with multiple conditions and/or disabilities	Optional Group C	3	4	
J/601/3541	4222-408	SS OP 3.4	Support individuals in the use of assistive technology	Optional Group C	4	4	
R/601/3543	4222-397	SS OP 3.5	Support the assessment of individuals with sensory loss	Optional Group C	3	3	
D/601/3545	4222-398	SS OP 3.6	Support the promotion of awareness of sensory loss	Optional Group C	3	3	
H/601/3546	4222-409	SS OP 3.7	Support individuals to access education, training or employment	Optional Group C	4	4	
R/601/5180	4222-399	SS OP 3.8	Enable individuals to negotiate environments	Optional Group C	3	5	

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
H/504/2194	4222-633	HSC 3074	Contribute to effective team working in health and social care or children and young people's settings	Optional Group C	3	4	
M/504/2196	4222-635	LD 315	Support individuals with autistic spectrum conditions	Optional Group C	3	4	
T/504/2202	4222-640	HSC 3067	Support individuals to stay safe from harm or abuse	Optional Group C	3	4	
J/504/2205	4222-642	HSC 3069	Provide support to adults who have experienced harm or abuse	Optional Group C	4	5	
R/504/2207	4222-644	IC 301	Supporting infection prevention and control in social care	Optional Group C	3	2	
T/504/2216	4222-648	HSC 3070	Assess the needs of carers and families	Optional C	3	4	
R/504/2224	4222-652	LM 509	Support people who are providing homes to individuals	Optional Group C	4	6	
D/504/2226	4222-653	HSC 3071	Support individuals to be part of a community	Optional Group C	3	3	
Y/503/8644	4222-659	EOL 302	Managing symptoms in end of life care	Optional Group C	3	3	
M/503/8133	4222-661	EOL 304	Support the spiritual wellbeing of individuals	Optional Group C	3	3	
D/503/8645	4222-662	EOL 305	Supporting individuals with loss and grief before death	Optional Group C	3	2	
F/503/8685	4222-663	EOL 306	Support individuals during the last days of life	Optional Group C	4	5	Barred with EOL 307

UAN	City & Guilds unit number	Unit	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	Excluded combination of units
T/503/2575	4222-672	FSN 301	Promote nutrition and hydration in health and social care settings	Optional Group C	3	4	
A/503/2576	4222-673	FSN 302	Promote nutrition and hydration in early years and childcare settings	Optional Group C	3	4	
M/602/3187	4222-675	LM2c	Develop professional supervision practice in health and social care or children and young people's work settings	Optional Group C	5	5	
R/502/7576	4222-680	ACT 301	Coordination of Activity Provision in Social Care	Optional Group C	3	5	
A/601/8025	4222-217	HSC 2008	Provide support for journeys	Optional Group C	2	2	
L/601/8143	4222-220	HSC 2012	Support individuals who are distressed	Optional Group C	2	3	
Y/602/2339	4222-683	O20c	Facilitate the development of effective group practice in health and social care or children and young people's settings	Optional Group C	5	6	
T/602/2574	4222-684	O35	Manage induction in health and social care or children and young people's settings	Optional Group C	4	3	

1.2   Further Guidance

All level 2 and 3 Diplomas in Health and Social Care
Choosing optional units

Optional units within the HSC Diplomas are designed to be combined in flexible ways to reflect the real working context of different learners. When planning the units best suited to an individual learner, all units should be considered *by title and content* regardless of their unit prefix/reference number.

- Prefixes may suggest a particular context but the unit itself may have wider application. eg 4222 -383 (*LD 314) Support individuals with self-directed support* applies across the sector and not only to those supporting people who have a learning disability.
- Or units with the general HSC prefix may have a very specific context. eg 4222-404 (*HSC 3055) Identify the physical health needs of individuals with mental health needs and plan appropriate actions*

The full range of optional units should therefore be considered for all learners.

All level 2 and 3 Diplomas in Health and Social Care (Adults)
Entry to the sector

Some learners may begin working towards the HSC Diploma after achieving units from 'entry to the sector' or 'induction' qualifications. A close correlation exists between these entry/induction units and the mandatory units in the Diploma, ie they share the same knowledge content. Assessors of the HSC mandatory units *should not re-assess* knowledge content, but recognise that knowledge has been assessed and achieved in the earlier unit. Only in exceptional cases, where observation of competence raises doubts about a learner's knowledge, may assessment of knowledge be repeated.

HSC unit	Related 'Entry to Sector'/'Induction' unit
4222-201 Introduction to communication in health, social care or children's and young people's settings	4229-201 Principles of communication in adult social care settings
4222-202 Introduction to personal development in health, social care or children's and young people's settings	4229-202 Principles of personal development in adult social care settings
4222-203 Introduction to equality and inclusion in health, social care or children's and young people's settings	4229-203Principles of diversity, equality and inclusion in adult social care settings
4222-206 The role of the health and social care worker	4229-206 Understand the role of the social care worker
4222-207 Implement person centred approaches in health and social care	4229-207Understand person centred approaches in adult social care settings
4222-208 Contribute to health and safety in health and social care	4229-208 Understand health and safety in social care settings
4222-209 Handle information in health and social care settings	4229-209 Understand how to handle information in social care settings
4222-301 Promote communication in health, social care or children's and young people's settings	4229-301 Principles of communication in adult social care settings
4222-302 Engage in personal development in health, social care or children's and young people's settings	4229-302 Principles of personal development in adult social care settings
4222-303 Promote equality and inclusion in health, social care or children's and young people's settings	4229-302 Principles of diversity, equality and inclusion in adult social care settings
4222-305 Promote person centred approaches in health and social care	4229-305 Understand person-centred approaches in adult social care settings
4222-306 Promote and implement health and safety in health and social care	4229-306 Understand health and safety in social care settings
4222-307 Promote good practice in handling information in health and social care settings	4229-307 Understand how to handle information in social care settings

In England these related units are from the *Level 2 Certificate in Preparing to Work in Adult Social Care* (PWCS 21-PWCS 28) and the *Level 3 Certificate in Preparing to Work in Adult Social Care* (PWCS 31-PWCS 38)

In Northern Ireland these related units are from the *Level 2 Certificate in Induction into Adult Social Care in Northern Ireland* (PWCS 21-PWCS 28)

In Wales there are no related units at present.

Level 2 and 3 Diplomas in Health and Social Care (Adults) for England
Progressing from knowledge to competence

Some units in Group B (knowledge units) are closely linked with units in Group C (competence units) as they share the same knowledge content. It is expected that learners may be assessed on the knowledge content in a 'class room' setting and claim the Group B unit at that point. Some learners may go on to apply their knowledge in a work setting, and therefore be assessed for the Group C unit. Assessors *should not re-assess* knowledge at that point, but recognise that knowledge has been assessed and achieved in the earlier unit.   Only in exceptional cases, where observation raises doubts about a learner's knowledge, may assessment of knowledge be repeated.

Where a learner achieves both units, they will claim full credits for the Group C unit but must disregard credits gained for the Group B unit.

Eg. Learner achieves *Group B: 4222-380 Principles of supporting young people with a disability to make the transition into adulthood* and

Group C: 4222-379 Support young people with a disability to make the transition into adulthood
If both the above units are taken, only the credits for 4222-379 will be counted towards the Diploma.

The following are pairs of units where this applies:

4222-238 The person centred approach to the care and support of individuals with dementia	**4222-239 Understand and implement a person centred approach to the care and support of individuals with dementia**
4222-240 Understand the factors that can influence communication and interaction with individuals who have dementia	4222-243 Understand and enable interaction and communication with individuals with dementia
4222-241 Understand equality, diversity and inclusion in dementia care	4222-242 Equality, diversity, and inclusion in dementia care practice
4222-369 Understand the role of communication and interactions with individuals who have dementia	4222-371 Understand and enable interaction and communication with individuals who have dementia
4222-370 Understand the diversity of individuals with dementia and the importance of inclusion	4222-372 Equality, diversity and inclusion in dementia care practice
4222-248 Principles of positive risk taking for individuals with disabilities	4222-235 Contribute to support of positive risk-taking for individuals
4222-249 Principles of supporting an individual to maintain personal hygiene	4222-250 Support individuals to maintain personal hygiene
4222-251Principles of supporting individuals with a learning disability to access healthcare	4222-252 Contribute to supporting individuals with a learning disability to access healthcare
4222-375 Understand positive risk-taking for individuals with disabilities	4222-342 Support positive risk-taking for individuals
4222-380 Principles of supporting young people with a disability to make the transition into adulthood	4222-379 Support young people with a disability to make the transition into adulthood
4222-382 Principles of self-directed support	4222-383 Support individuals with self-directed support

Level 2 and 3 Diplomas in Health and Social Care (Adults) for England
Units required for pathways ('Dementia' and 'Adults with Learning Disabilities')
Learners may claim a specialist pathway if they achieve specified units in Group B and Group C. In Group C several units are specified, of which learners must achieve one. However, all the specified units also form part of the optional unit bank in Group C, so that learners are free to take *any or all* of the units specified for their pathway if they choose

England Level 2 Dementia pathway – specified units
Learners may take any, some, or all of these units

4222-239 Understand and implement a person centred approach to the care and support of individuals with dementia
4222-242 Equality, diversity and inclusion in dementia care practice
4222-243 Understand and enable interaction and communication with individuals with dementia
4222-244 Approaches to enable rights and choices for individuals with dementia whilst minimising risks

England Level 2 Learning Disability pathway – specified units
Learners may take either or both of these units

4222-246 Support person centred thinking and planning
4222-247 Provide active support

England Level 3 Dementia pathway – specified units
Learners may take any, some, or all of these units

4222-367 Enable rights and choices of individuals with dementia whilst minimising risks
4222-371 Understand and enable interaction and communication with individuals who have dementia
4222-372 Equality, diversity and inclusion in dementia care practice

England Level 3 Learning Disability pathway – specified units
Learners may take either or both of these units

4222-373 Support person centred thinking and planning
4222-374 Promote active support

1.3   Apprenticeships – Additional Requirements

Level 3 Advanced Apprenticeship in Health and Social Care (Health Sector)(9738-03)

From **01 January 2014** Apprentices **must** select specific units from the optional units available in the diploma qualifications as outlined below. This is over and above the existing mandatory units in the diplomas. Certification for completion of the Apprenticeship will only be provided if the apprentice can provide certificated evidence that they have completed the following units:

- either Dementia Awareness (Level 2) **J/601/2874** (4222-237)
  or Understand the process and experience of Dementia (Level 3) **J/601/3538** (4222-365)
- Understand Mental Health Problems (Level 3) **J/602/0103** (4222-619)
- Undertake Physiological Measurements (Level 3) **R/601/8662** (4222-335)

Only the framework listed above is affected by this requirement. Please note this is only applicable to Apprentices who begin their programme on or after 01 January 2014.

2. GUIDED LEARNING HOURS

As of 01 January 2014, the minimum off-the-job guided learning hours across all of the frameworks listed above will increase. The new calculations are 175 hours for 12 month frameworks and 263 hours for 18 month frameworks. This has been worked out based on a basic allowance of 5 hours per week off-the-job. Please note that how the off-the-job learning hours are delivered within the frameworks is not specified. In other words some apprentices will be allocated the off-the-job learning hours on a weekly basis and others will carry them out in blocks as individually agreed with employers and learning providers. This change also affects the following Intermediate Apprenticeships: Health (Healthcare Support Services), Health (Emergency Care Assistance) and the following Advanced Apprenticeships: Health (Pathology Support) and Health (Perioperative Support).

Further details about Apprenticeships and Apprenticeship Certification in England can be found here http://www.skillsforhealth.org.uk/getting-the-right-qualifications/apprenticeship-frameworks/apprenticeship-frameworks-england/. Queries regarding certification should be directed to aceadmin@skillsforhealth.org.uk

2 Centre requirements

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

2.1 Centre approval

Centres new to City & Guilds

To offer these qualifications, new centres will need to gain both centre and qualification approval.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the Level 3 NVQ In Health & Social Care (3172) will receive automatic approval for the new Level 3 Diploma in Heath & Social Care (4221-31).

Existing City & Guilds centres

Those City & Guilds centres already approved to deliver City & Guilds qualifications will need to go through qualification approval.

Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:
- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Verifier

Centre staff may undertake more than one role, eg tutor and assessor or Internal Verifier, but must never internally verify their own assessments.

Continuing professional development

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

2.2 Role requirements

Assessor requirements

The Assessors of competence based units must:
- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications:
  - D32//D33 or A1

- o The AI replacements (e.g. City & Guilds 6317 which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement)
- o Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifier

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must:
- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold an A1 or be working towards one of the A1 replacement qualifications:
  - o Level 3 Award in Assessing Vocational Competence OR
  - o Level 3 Award in Assessing Vocationally Related Achievement OR
  - o Level 3 Certificate in Assessing Vocational Achievement OR
  - o Another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier

Teachers, trainers and tutors
All teachers/trainers/tutors must:
- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding . For further information visit **www.cityandguilds.com/qtls**
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

Expert witness
An expert witness must:
- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR
- a professional work role which involves evaluating the every day practice of staff.

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

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:
- D34 or V1
- The V1 replacements (e.g. the City & Guilds 6317 such as the:
  - o Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR

- o Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance.

Guidance for the assessment and verification of imported units

Where units have been developed by Sector Skills Councils or Standard Setting Bodies other than Skills for Care & Development any specific assessment requirements will be detailed in the unit itself.

2.3 Candidate entry requirements

There are no formal entry requirements for candidates undertaking this Diploma. However, centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Age restrictions

This Level 3Diploma is not approved for the use of those who are under 16 years of age, and City & Guilds cannot accept any registrations for candidates in this age group.

Assessment decisions

Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

Competence based assessment must include direct observation as the main source of evidence.

Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

Expert witnesses can 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

The use of expert witnesses should be determined and agreed by the assessor. Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:
- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:
- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:
- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

This competence-based qualification is designed to be assessed in the candidate's workplace as they undertake their normal work role.

The 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.
The majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

Competence based units

There will be a combination of assessment methods for this qualification which meets competence units. 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. The 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.

Knowledge based units

Learners may choose to undertake the knowledge one of two ways,

- portfolio of evidence, using diverse range of assessment methods
- Externally set and internally verified assignments

The 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.

This qualification is internally assessed and externally verified. Independence of assessment is achieved via robust external and internal verification processes, supported by City & Guilds reporting systems, which identifies areas of risk for each centre.

4.2 Observation requirements

The prime source of evidence for competency 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 make the consistency of the candidate's practice for each unit.

- Expert witnesses may observe candidate practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their candidate she/he will identify an expert

witness in the workplace, who will provide testimony of the candidates work based performance.

- Work products can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.

- Professional discussion should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates can evaluate their knowledge and practice across the qualification.

- Candidate/ reflective accounts describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.

- Questions asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

- Witness testimonies. These should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.

- Projects/Assignments. Candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used

- Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

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

4.3   Assignments

Assignments may be found in the City & Guilds assignment guides (Assignment Guide for Centres and Centre Guide for Candidates), which are accessible as a free download from www.cityandguilds.com. These are suggested assignments only and centres may decide to chose alternative assessment methods with some candidates. In these cases, a portfolio of evidence may be submitted.

- Centre staff should guide candidates to ensure excessive evidence gathering is avoided.

- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.4   Evidence requirements

Competence evidence requirements

Detailed additional guidance is provided on a unit basis for the use of these and all other acceptable performance assessment methods.

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of experts, able to contribute to candidate's assessment, will be of considerable assistance to centres in providing candidates with access to those who can testify to their competence in the workplace.

Evidence of candidate performance will be derived from assessor observation and/or testimony from an expert witness of the candidate carrying out real work activities in the workplace, except for the knowledge units, where assessor observation is not required.

The qualified and occupationally competent assessor or coordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in candidates' portfolios.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy must be upheld.

Knowledge evidence requirements

If the assessor cannot positively infer the knowledge and understanding from candidates' work practice they should question the candidate or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates' qualified occupationally knowledgeable assessors and is most appropriately used in the qualification to elicit underpinning knowledge to explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

4.5   Recording forms

City & Guilds have developed recording forms, for new and existing centres to use as appropriate and can be copied as many times as needed. Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Alternatively, City & Guilds endorses a number of electronic recording systems. For details, go to the e-Portfolios page on SmartScreen.co.uk.

4.6   Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence within QCF. This is not a new process but expands on previously described terms like "the accreditation of prior learning (APL), the recognition of experiential learning or "the validation of informal learning" by incorporating all types of prior learning and training. The Regulatory arrangements for the Qualifications and Credit Framework define RPL as follows:

A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. In the context of the QCF, the definition of RPL is quite specific and relates to assessment leading to the award of credit. Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to exactly the same quality assurance requirements as any other kind of assessment within the QCF.

'RPL is the process of documenting, assessing, validating and certificating learning gained outside the formal education and training system'.

The RPL process is relevant where an individual has previously learnt something but has never received formal recognition for this learning through a qualification or other form of certification.

Within the QCF an individual is able to 'claim' that he or she knows or can do something already and does not need to attend a course to learn it again. If he or she can prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits. RPL refers to an opportunity for candidates to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented e.g. certificates, witness testimonies etc, will need to provide sufficient detail to allow the assessor to apply an RPL assessment process.

5   Units

Availability of units

The units for this qualification follow.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit accreditation number (UAN)
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

For this qualification when a statement in the **additional guidance** paragraph has the wording 'must include' please interpret as 'might include'.

Unit 4222-301 Promote communication in health, social care or children's and young people's settings (SHC 31)

Level: 3
Credit value: 3
UAN: J/601/1434

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand why effective communication is important in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals
3. Be able to overcome barriers to communication
4. Be able to apply principles and practices relating to confidentiality

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 301, GCU 1, GEN 22 and HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy

Unit 4222-301 Promote communication in health, social care or children's and young people's settings (SHC 31)

Assessment Criteria

Outcome 1 Understand why effective communication is important in the work setting

The learner can:
1. identify the different reasons people communicate
2. explain how communication affects relationships in the work setting.

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

The learner can:
1. demonstrate how to establish the communication and language needs, wishes and preferences of individuals
2. describe the factors to consider when promoting effective communication
3. demonstrate a range of **communication methods** and styles to meet individual needs
4. demonstrate how to respond to an individual's reactions when communicating.

Outcome 3 Be able to overcome barriers to communication

The learner can:
1. explain how people from different backgrounds may use and/or interpret communication methods in different ways
2. identify barriers to effective communication
3. demonstrate ways to overcome barriers to communication
4. demonstrate strategies that can be used to clarify misunderstandings
5. explain how to access extra support or **services** to enable individuals to communicate effectively.

Outcome 4 Be able to apply principles and practices relating to confidentiality

The learner can:
1. explain the meaning of the term confidentiality
2. demonstrate ways to maintain confidentiality in day to day communication
3. describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.

Unit 4222-301 Promote communication in health, social care or children's and young people's settings (SHC 31)

Additional guidance

- **Communication methods** include:
  - o non-verbal communication
    - eye contact
    - touch
    - physical gestures
    - body language
    - behaviour
  - o verbal communication
    - vocabulary
    - linguistic tone
    - pitch
- **Services** may include:
  - o translation services
  - o interpreting services
  - o speech and language services
  - o advocacy services

Unit 4222-302 Engage in personal development in health, social care or children's and young people's settings (SHC 32)

Level: 3
Credit value: 3
UAN: A/601/1429

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand what is required for competence in own work role
2. Be able to reflect on practice
3. Be able to evaluate own performance
4. Be able to agree a personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 304, GCU 6, GEN 12, GEN 13 and HSC 33. Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy

Unit 4222-302 Engage in personal development in health, social care or children's and young people's settings (SHC 32)

Assessment Criteria

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

The learner can:
1. describe the duties and responsibilities of own work role
2. explain expectations about own work role as expressed in relevant **standards**.

Outcome 2   Be able to reflect on practice

The learner can:
1. explain the importance of reflective practice in continuously improving the quality of service provided
2. demonstrate the ability to reflect on practice
3. describe how own values, belief systems and experiences may affect working practice.

Outcome 3   Be able to evaluate own performance

The learner can:
1. evaluate own knowledge, performance and understanding against relevant standards
2. demonstrate use of feedback to evaluate own performance and inform development.

Outcome 4   Be able to agree a personal development plan

The learner can:
1. identify **sources of support** for planning and reviewing own development
2. demonstrate how to work with **others** to review and prioritise own learning needs, professional interests and development opportunities
3. demonstrate how to work with others to agree own personal development plan.

Outcome 5   Be able to use learning opportunities and reflective practice to contribute to personal development

The learner can:
1. evaluate how learning activities have affected practice
2. demonstrate how reflective practice has led to improved ways of working
3. show how to record progress in relation to personal development.

Unit 4222-302   Engage in personal development in health, social care or children's and young people's settings (SHC 32)

Additional guidance

- **Standards** may include:
  - o   Codes of practice
  - o   Regulations
  - o   Minimum standards
  - o   National occupational standards
- **Sources of support** may include:
  - o   Formal support
  - o   Informal support
  - o   Supervision
  - o   Appraisal
  - o   Within the organisation
  - o   Beyond the organisation
- A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.
- **Others** may include:
  - o   The individual
  - o   Carers
  - o   Advocates
  - o   Supervisor, line manager or employer
  - o   Other professionals

Unit 4222-303 Promote equality and inclusion in health, social care or children's and young people's settings (SHC 33)

Level: 3

Credit value: 2

UAN: Y/601/1437

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of diversity, equality and inclusion
2. Be able to work in an inclusive way
3. Be able to promote diversity, equality and inclusion

Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 305, GCU 5, HSC 34, HSC 35 and HSC 3116. Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy.

Unit 4222-303 Promote equality and inclusion in health, social care or children's and young people's settings (SHC 33)

Assessment Criteria

Outcome 1 Understand the importance of diversity, equality and inclusion

The learner can:
1. Explain what is meant by
   - Diversity
   - Equality
   - Inclusion
2. Describe the potential **effects** of discrimination
3. Explain how inclusive practice promotes equality and supports diversity.

Outcome 2 Be able to work in an inclusive way

The learner can:
1. explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role
2. show interaction with individuals that respects their beliefs, culture, values and preferences.

Outcome 3 Be able to promote diversity, equality and inclusion

The learner can:
1. demonstrate actions that model inclusive practice
2. demonstrate how to support others to promote equality and rights
3. describe how to challenge discrimination in a way that promotes change.

Unit 4222-303 Promote equality and inclusion in health, social care or children's and young people's settings (SHC 33)

Additional guidance

- **Effects** may include effects on:
  - The individual
  - Families or friends of the individual
  - Those who inflict discrimination
  - Wider society

Unit 4222-304 Principles for implementing duty of care (SHC 34)

Level: 3
Credit value: 1
UAN: R/601/1436

Unit aim

This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults or children. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand how duty of care contributes to safe practice
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
3. Know how to respond to complaints

Guided learning hours

It is recommended that **5** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 24, 34, 35, CCLD, LDSS and GEN.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Assessment of this unit must adhere to the requirements of Skills for Care and Development/ Skills for Health assessment strategy

Unit 4222-304   Principles for implementing duty of care (SHC 34)

Assessment Criteria

Outcome 1   Understand how duty of care contributes to safe practice

The learner can:
1. explain what it means to have a duty of care in own work role
2. explain how duty of care contributes to the safeguarding or protection of individuals.

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

The learner can:
1. describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
2. describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
3. explain where to get additional support and advice about conflicts and dilemmas.

Outcome 3   Know how to respond to complaints

The learner can:
1. describe how to respond to complaints
2. explain the main points of agreed procedures for handling complaints.

Unit 4222-205 Principles of safeguarding and protection in health and social care (HSC 024)

Level: 2
Credit value: 3
UAN: A/601/8574

Unit aim

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know how to recognise signs of abuse
2. Know how to respond to suspected or alleged abuse
3. Understand the national and local context of safeguarding and protection from abuse
4. Understand ways to reduce the likelihood of abuse
5. Know how to recognise and report unsafe practices

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 24, HSC 240. Content recurs throughout HSC NOS knowledge requirements.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 4222-205 Principles of safeguarding and protection in health and social care (HSC 024)

Assessment Criteria

Outcome 1 Know how to recognise signs of abuse

The learner can:
1. define the following types of abuse:
    - Physical abuse
    - Sexual abuse
    - Emotional/psychological abuse
    - Financial abuse
    - Institutional abuse
    - Self neglect
    - Neglect by others
2. identify the signs and/or symptoms associated with each type of abuse.
3. describe **factors** that may contribute to **an individual** being more vulnerable to abuse.

Outcome 2 Know how to respond to suspected or alleged abuse

The learner can:
1. explain the **actions to take** if there are suspicions that an individual is being abused
2. explain the actions to take if an individual alleges that they are being abused
3. identify ways to ensure that evidence of abuse is preserved.

Outcome 3 Understand the national and local context of safeguarding and protection from abuse

The learner can:
1. identify national policies and **local systems** that relate to safeguarding and protection from abuse
2. explain the roles of different agencies in safeguarding and protecting individuals from abuse
3. identify reports into serious failures to protect individuals from abuse
4. identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.

Outcome 4 Understand ways to reduce the likelihood of abuse

The learner can:
1. explain how the likelihood of abuse may be reduced by:
    - working with **person centred values**
    - encouraging **active participation**
    - promoting choice and rights
2. explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.

Outcome 5   Know how to recognise and report unsafe practices

The learner can:

1. describe **unsafe practices** that may affect the well-being of individuals
2. explain the actions to take if unsafe practices have been identified
3. describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Unit 4222-205 Principles of safeguarding and protection in health and social care (HSC 024)

Additional guidance

- An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.
- **Factors** may include:
  - a setting or situation
  - the individual.
- The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:
  - A colleague
  - Someone in the individual's personal network
  - The learner
  - The learner's line manager
  - Others.
- **A setting where there is no formal duty of care** includes adult health or social care settings.
- **Local systems** may include:
  - employer/organisational policies and procedures
  - multi-agency adult protection arrangements for a locality.
- **Person centred values** include:
  - Individuality
  - Rights
  - Choice
  - Privacy
  - Independence
  - Dignity
  - Respect
  - Partnership.
- **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
- **Unsafe practices** may include
  - poor working practices
  - resource difficulties
  - operational difficulties.

Unit 4222-206 The role of the health and social care worker (HSC 025)

Level: 2
Credit value: 2
UAN: J/601/8576

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand working relationships in health and social care
2. Be able to work in ways that are agreed with the employer
3. Be able to work in partnership with others

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 23, HSC 227.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with the Skills for Care and Development QCF Assessment Principles.
Learning Outcomes 2 and 3 must be assessed in a real work environment.

Unit 4222-206 The role of the health and social care worker (HSC 025)

Assessment Criteria

Outcome 1 Understand working relationships in health and social care

The learner can:
1. explain how a working relationship is different from a personal relationship
2. describe different working relationships in health and social care settings.

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

The learner can:
1. describe why it is important to adhere to the agreed scope of the job role
2. access full and up-to-date details of **agreed ways of working**
3. implement agreed ways of working.

Outcome 3 Be able to work in partnership with others

The learner can:
1. explain why it is important to work in partnership with **others**
2. demonstrate ways of working that can help improve partnership working
3. identify skills and approaches needed for resolving conflicts
4. demonstrate how and when to access support and advice about:
   - partnership working
   - resolving conflicts.

Unit 4222-206 The role of the health and social care worker (HSC 025)

Additional guidance

- **Agreed ways of working** include policies and procedures where these exist; they may be less formally documented with micro-employers.
- **Others:** may include:
  - Team members and colleagues
  - Other professionals
  - Individuals who require care or support
  - Families, friends, advocates or others who are important to individuals.

Unit 4222-305 Promote person centred approaches in health and social care (HSC 036)

Level: 3
Credit value: 6
UAN: Y/601/8145

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person centred approaches.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:
1. Understand the application of person centred approaches in health and social care
2. Be able to work in a person-centred way
3. Be able to establish consent when providing care or support
4. Be able to implement and promote active participation
5. Be able to support the individual's right to make choices
6. Be able to promote individuals well-being
7. Understand the role of risk assessment in enabling a person centred approach

Guided learning hours

It is recommended that **41** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 35, HSC 332 and HSC 350.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Unit 4222-305 Promote person centred approaches in health and social care (HSC 036)

Assessment Criteria

Outcome 1   Understand the application of person centred approaches in health and social care

The learner can:

1. explain how and why **person-centred values** must influence all aspects of health and social care work
2. evaluate the use of **care plans** in applying person centred values.

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

The learner can:

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

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

The learner can:

1. analyse factors that influence the capacity of an individual to express **consent**
2. establish consent for an activity or action
3. explain what steps to take if consent cannot be readily established.

Outcome 4   Be able to implement and promote active participation

The learner can:

1. describe different ways of applying **active participation** to meet individual needs
2. wok with an individual and others to agree how active participation will be implemented
3. demonstrate how active participation can address the holistic needs of an individual
4. demonstrate ways to promote understanding and use of active participation.

Outcome 5   Be able to support the individual's right to make choices

The learner can:

1. support an individual to make informed choices
2. use own role and authority to support the individual's right to make choices
3. manage risk in a way that maintains the individual's right to make choices
4. describe how to support an individual to question or challenge decisions concerning them that are made by others.

Outcome 6   Be able to promote individuals well-being

The learner can:
1. explain the links between identity, self image and self esteem
2. analyse factors that contribute to the **well-being** of individuals
3. support an individual in a way that promotes their sense of identity, self image and self esteem
4. demonstrate ways to contribute to an environment that promotes well-being.

Outcome 7   Understand the role of risk assessment in enabling a person centred approach

The learner can:
1. compare different uses of risk assessment in health and social care
2. explain how risk-taking and risk assessment relate to rights and responsibilities
3. explain why risk assessments need to be regularly revised.

Unit 4222-305 Promote person centred approaches in health and social care (HSC 036)

Additional guidance

- An **individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner
- **Person centred values** include:
  - Individuality
  - Rights
  - Choice
  - Privacy
  - Independence
  - Dignity
  - Respect
  - Partnership
- A **care plan** may be known by other names eg support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed
- **Others** may include:
  - Team members and colleagues
  - Other professionals
  - Individuals who require care or support
  - Families, friends, advocates or others who are important to individuals
- **Complex or sensitive** situations may include those that are:
  - Distressing or traumatic
  - Threatening or frightening
  - Likely to have serious implications or consequences
  - Of a personal nature
  - Involving complex communication or cognitive needs
- **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
- **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
- **Well-being** may include aspects that are:
  - spiritual
  - emotional
  - cultural
  - religious
  - social
  - political

Unit 4222-306 Promote and implement health and safety in health and social care (HSC 037)

Level: 3
Credit value: 6
UAN: F/601/8138

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health and safety in their work setting.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety
2. Be able to carry out own responsibilities for health and safety
3. Understand procedures for responding to accidents and sudden illness
4. Be able to reduce the spread of infection
5. Be able to move and handle equipment and other objects safely
6. Be able to handle hazardous substances and materials
7. Be able to promote fire safety in the work setting
8. Be able to implement security measures in the work setting
9. Know how to manage stress.

Guided learning hours

It is recommended that **43** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 32.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

Unit 4222-306 Promote and implement health and safety in health and social care (HSC 037)

Assessment Criteria

Outcome 1 Understand own responsibilities, and the responsibilities of others, relating to health and safety

The learner can:

1. identify legislation relating to health and safety in a health or social care **work setting**
2. explain the main points of health and safety **policies and procedures** agreed with the employer
3. Analyse the main health and safety responsibilities of:
   - self
   - the employer or manager
   - **others** in the work setting
4. identify specific **tasks** in the work setting that should not be carried out without special training.

Outcome 2 Be able to carry out own responsibilities for health and safety

The learner can:

1. use policies and procedures or other agreed ways of working that relate to health and safety
2. support others to understand and follow safe practices
3. monitor and report potential health and safety risks
4. use risk assessment in relation to health and safety
5. demonstrate ways to minimise potential risks and hazards
6. access additional support or information relating to health and safety.

Outcome 3 Understand procedures for responding to accidents and sudden illness

The learner can:

1. describe different types of accidents and sudden illness that may occur in own work setting
2. explain procedures to be followed if an accident or sudden illness should occur.

Outcome 4 Be able to reduce the spread of infection

The learner can:

1. explain own role in supporting others to follow practices that reduce the spread of infection
2. demonstrate the recommended method for hand washing
3. demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work.

Outcome 5　Be able to move and handle equipment and other objects safely

The learner can:

1. explain the main points of legislation that relates to moving and handling
2. explain principles for safe moving and handling
3. move and handle equipment and other objects safely.

Outcome 6　Be able to handle hazardous substances and materials

The learner can:

1. describe types of hazardous substances that may be found in the work setting
2. demonstrate safe practices for:
   - storing hazardous substances
   - using hazardous substances
   - disposing of hazardous substances and materials.

Outcome 7　Be able to promote fire safety in the work setting

The learner can:

1. describe practices that prevent fires from:
   a. starting
   b. spreading
2. demonstrate measures that prevent fires from starting
3. explain emergency procedures to be followed in the event of a fire in the work setting
4. ensure that clear evacuation routes are maintained at all time.

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

The learner can:

1. demonstrate use of agreed procedures for checking the identity of anyone requesting access to:
   - premises
   - information
2. demonstrate use of measures to protect own security and the security of others in the work setting
3. explain the importance of ensuring that others are aware of own whereabouts.

Outcome 9　Know how to manage stress.

The learner can:

1. describe common signs and indicators of **stress**
2. describe signs that indicate own stress
3. analyse factors that tend to trigger own stress
4. compare strategies for managing stress.

Unit 4222-306 Promote and implement health and safety in health and social care (HSC 037)

Additional guidance

- **Work setting** may include one specific location or a range of locations, depending on the context of a particular work role
- **Policies and procedures** may include other agreed ways of working as well as formal policies and procedures
- **Others** may include:
  o Team members
  o Other colleagues
  o Those who use or commission their own health or social care services
  o Families, carers and advocates
- **Tasks** for which special training is required may include:
  o Use of equipment
  o First aid
  o Medication
  o Health care procedures
  o Food handling and preparation
- **Stress** can have positive as well as negative effects, but in this unit the word is used to refer to negative stress

Unit 4222-307 Promote good practice in handling information in health and social care settings (HSC 038)

Level: 3
Credit value: 2
UAN: J/601/9470

Unit aim

This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand requirements for handling information in health and social care settings
2. Be able to implement good practice in handling information
3. Be able to support others to handle information

Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 31.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2 and 3 must be assessed in a real work environment.

Unit 4222-307 Promote good practice in handling information in health and social care settings (HSC 038)

Assessment Criteria

Outcome 1 Understand requirements for handling information in health and social care settings

The learner can:

1. identify legislation and codes of practice that relate to handling information in health and social care
2. summarise the main points of legal requirements and codes of practice for handling information in health and social care.

Outcome 2 Be able to implement good practice in handling information

The learner can:

1. describe features of manual and electronic information storage systems that help ensure security
2. demonstrate practices that ensure security when storing and accessing information
3. maintain records that are up to date, complete, accurate and legible.

Outcome 3 Be able to support others to handle information

The learner can:

1. support **others** to understand the need for secure handling of information
2. support others to understand and contribute to records.

Unit 4222-307 Promote good practice in handling information in health and social care settings (HSC 038)

Additional guidance

- **Others** may include:
  - Colleagues
  - Individuals accessing care or support.

Unit 4222-601 Purpose and principles of Independent Advocacy (Advo 301)

Level:	**3**
Credit value:	**4**
UAN:	**M/502/3146**

Unit aim

This unit aims to provide learners with an understanding of what Independent Advocacy is and how to use the values and principles which underpin good practice. The unit focuses on the different models of advocacy, their history and why they exist.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand independent advocacy
2. Be able to explain principles and values underpinning Independent Advocacy
3. Describe the development of advocacy
4. Be able to explain different types of advocacy support and their purpose
5. Understand the roles and responsibilities of an Independent Advocate
6. Understand advocacy standards

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national standards

HSC 3	Develop your knowledge and practice
HSC 31	Promote effective communication for and about individuals
H136	Communicate effectively with individuals and others
HSC 45	Develop practices which promote choice, well-being and protection of all individuals
HSC 335	Contribute to the protection of individuals from harm and abuse
HSC 366	Support individuals to represent their own needs and wishes at decision making forums
HSC 367	Help individuals identify and access independent representation and advocacy
HSC 368	Present individuals' needs and preferences
HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals
HSC 3119	Promote the values and principles underpinning best practice
PE 1	Enable individuals to make health choices and decisions.

Assessment

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing. Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:

- Direct Observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence:

- The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.
  - o Work products
  - o Professional discussion
  - o Candidate/ reflective accounts
  - o Questions asked by assessors
  - o Witness testimonies
  - o Projects/Assignments/RPL
  - o Case studies

Unit 4222-601   Purpose and principles of Independent Advocacy (Advo 301)

Assessment Criteria

Outcome 1   Understand independent advocacy

The learner can:

1. define independent advocacy
2. explain the limits to advocacy and boundaries to the service
3. identify the different steps within the advocacy process
4. distinguish when independent advocacy can and cannot help
5. identify a range of services independent advocates commonly signpost to
6. explain the difference between advocacy provided by independent advocates and other people.

Outcome 2   Be able to explain principles and values underpinning Independent Advocacy

The learner can:

1. explain the key principles underpinning independent advocacy
2. explain why the key principles are important.

Outcome 3   Describe the development of advocacy

The learner can:

1. explain the purpose of independent advocacy
2. identify key milestones in the history of advocacy
3. explain the wider policy context of advocacy.

Outcome 4   Be able to explain different types of advocacy support and their purpose

The learner can:

1. compare a range of advocacy models
2. explain the purpose of different advocacy models
3. identify the commonalities and differences in a range of advocacy models.

Outcome 5   Understand the roles and responsibilities of an Independent Advocate

The learner can:

1. explain roles and responsibilities within independent advocacy
2. describe the limits and boundaries of an independent advocate
3. describe the skills, attitudes and personal attributes of a good advocate
4. identify when and who to seek advice from when faced with dilemmas.

Outcome 6   Understand advocacy standards

The learner can:

1. describe a range of standards which apply to independent advocacy
2. explain how standards can impact on the advocacy role and service.

Unit 4222-618 Understand mental well-being and mental health promotion (CMH 301)

Level: **3**

Credit value: **3**

UAN: **F/602/0097**

Unit aim

This unit aims to provide the learner with an understanding of the key concepts of mental well-being, mental health and mental health promotion. It focuses on the range of factors that can influence mental well-being and how to effectively promote mental well-being and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span

2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups

Guided learning hours

It is recommended that**14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 3112, HSC 3119 and MH25.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy

Unit 4222-618 Understand mental well-being and mental health promotion (CMH 301)

Assessment Criteria

Outcome 1 **Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span**

The learner can:
1. evaluate two different views on the nature of mental well-being and mental health.
2. explain the range of factors that may influence mental well-being and mental health problems across the life span, including:
   * biological factors
   * social factors
   * psychological factors.
3. explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health:
   * risk factors including inequalities, poor quality social relationships
   * protective factors including socially valued roles, social support and contact.

Outcome 2 **Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups**

The learner can:
1. explain the steps that an individual may take to promote their mental well-being and mental health
2. explain how to support an individual in promoting their mental well-being and mental health
3. evaluate a strategy for supporting an individual in promoting their mental well-being and mental health
4. describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community
5. evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.

Unit 4222-618 Understand mental well-being and mental health promotion (CMH 301)

Additional guidance

Learning outcome 1, assessment criteria 1 requires learners to 'explain the range of factors that may influence mental well-being and mental health problems across the life span'. The qualification is aimed at those working with people aged 18 to 65 years but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in adulthood their well-being in later life. This is in order to promote a holistic and whole person approach to understanding well-being and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.

Unit 4222-619 Understand mental health problems (CMH 302)

Level: 3
Credit value: 3
UAN: J/602/0103

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 outcomes

There are **two** learning outcomes to this unit. The learner will:

1.   Know the main forms of mental ill health
2.   Know the impact of mental ill health on individuals and others in their social network

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 3111 and MH14.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy

Unit 4222-619   Understand mental health problems (CMH 302)

Assessment Criteria

Outcome 1   Know the main forms of mental ill health

The learner can:

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
2. explain the key strengths and limitations of the psychiatric classification system
3. explain two alternative frameworks for understanding mental distress.
4. explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.

Outcome 2   Know the impact of mental ill health on individuals and others in their social network

The learner can:

1. explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health.
2. explain how mental ill health may have an impact on the individual including:
    *   psychological and emotional
    *   practical and financial
    *   the impact of using services
    *   social exclusion
    *   positive impacts
3. explain how mental ill health may have an impact on those in the individual's familial, social or work network including:
    *   psychological and emotional
    *   practical and financial
    *   the impact of using services
    *   social exclusion
    *   positive impacts
4. explain the benefits of early intervention in promoting an individual's mental health and well-being.

Unit 4222-619   Understand mental health problems (CMH 302)

Additional guidance

In learning outcome 1, assessment criterion 1, learners are asked to describe 'the 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.

Unit 4222-365 Understand the process and experience of dementia (DEM 301)

Level: 3
Credit value: 3
UAN: J/601/3538

Unit aim

This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the neurology of dementia
2. Understand the impact of recognition and diagnosis of dementia
3. Understand how dementia care must be underpinned by a person centred approach

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the DEM 301.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy

Unit 4222-365   Understand the process and experience of dementia (DEM 301)

Assessment Criteria

Outcome 1   Understand the neurology of dementia

The learner can:

1. describe a range of causes of **dementia syndrome**
2. describe the types of memory impairment commonly experienced by **individuals** with dementia
3. explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
4. explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
5. explain why the abilities and needs of an individual with dementia may fluctuate

Outcome 2   Understand the impact of recognition and diagnosis of dementia

The learner can:

1. describe the impact of early diagnosis and follow up to diagnosis
2. explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
3. explain the process of reporting possible signs of dementia within agreed ways of working
4. describe the possible impact of receiving a diagnosis of dementia on
   - the individual
   - their family and friends

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

The learner can:

1. compare a person centred and a non-person centred approach to dementia care
2. describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
3. describe how myths and stereotypes related to dementia may affect the individual and their **carers**
4. describe ways in which individuals and **carers** can be supported to overcome their fears

Unit 4222-365 Understand the process and experience of dementia (DEM 301)

Additional guidance

- **Dementia syndrome**: Dementia caused by a combination of conditions, sometimes called a mixed dementia
- An **individual** is someone requiring care or support
- **Carers** may include
  o Partner
  o Family
  o Friends
  o Neighbours

Unit 4222-368 Understand the administration of medication to individuals with dementia using a person centred approach (DEM 305)

Level: 3
Credit value: 2
UAN: K/601/9199

Unit aim

This unit is about knowledge and understanding of individuals who may have specific needs for receiving medication because of their experience of dementia. Learners will develop their knowledge of these medication requirements. This unit does not confirm competence.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the common medications available to, and appropriate for, individuals with dementia
2. Understand how to provide **person centred** care to individuals with dementia through the appropriate and effective use of medication

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF assessment principles.

Unit 4222-368 Understand the administration of medication to individuals with dementia using a person centred approach (DEM 305)

Assessment Criteria

Outcome 1 **Understand the common medications available to, and appropriate for, individuals with dementia**

The learner can:

1. outline the most common medications used to treat symptoms of dementia
2. describe how commonly used medications affect individuals with dementia
3. explain the risks and benefits of anti-psychotic medication for individuals with dementia
4. explain the importance of recording and reporting side effects/adverse reactions to medication
5. describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain

Outcome 2 **Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication**

The learner can:

1. describe person-centred ways of **administering** medicines whilst adhering to administration instructions
2. explain the importance of advocating for an individual with dementia who may be prescribed medication.

Unit 4222-368 Understand the administration of medication to individuals with dementia using a person centred approach (DEM 305)

Additional guidance

- **Administering** may include:
  - o Fitting with the routines of the individual
  - o Meeting the preferences of the individual (tablets/solutions)
  - o Enabling techniques
  - o Self-administration

Unit 4222-369 Understand the role of communication and interactions with individuals who have dementia (DEM 308)

Level: 3
Credit value: 3
UAN: L/601/3539

Unit aim

This unit provides the underpinning knowledge required to develop therapeutic relationships with individuals with dementia based on interactions and communication. This unit does not assess competence.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand that individuals with dementia may communicate in different ways
2. Understand the importance of positive interactions with individuals with dementia
3. Understand the factors which can affect interactions and communication of individuals with dementia

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 21, 31, 41, 24, 35, 45.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF assessment principles.

Unit 4222-369   Understand the role of communication and interactions with individuals who have dementia (DEM 308)

Assessment Criteria

Outcome 1   Understand that individuals with dementia may communicate in different ways

The learner can:
1. explain how individuals with dementia may communicate through their behaviour
2. give examples of how **carers** and **others** may misinterpret communication
3. explain the importance of effective communication to an individual with dementia
4. describe how different forms of dementia may affect the way an individual communicates.

Outcome 2   Understand the importance of positive interactions with individuals with dementia

The learner can:
1. give examples of positive interactions with individuals who have dementia
2. explain how positive interactions with individuals who have dementia can contribute to their **wellbeing**
3. explain the importance of involving individuals with dementia in a range of activities
4. compare a **reality orientation** approach to interactions with a **validation approach**.

Outcome 3   Understand the factors which can affect interactions and communication of individuals with dementia

The learner can:
1. list the physical and mental health needs that may need to be considered when communicating with an individual with dementia
2. describe how the sensory impairment of an individual with dementia may affect their communication skills
3. describe how the environment might affect an individual with dementia
4. describe how the behaviour of **carers** or **others** might affect an individual with dementia
5. explain how the use of language can hinder positive interactions and communication.

Unit 4222-369 Understand the role of communication and interactions with individuals who have dementia (DEM 308)

Additional guidance

- **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
- **Carers** may include:
  - Partner
  - Family
  - Friends
  - Neighbours
- **Well being** may include:
  - Sense of Hope
  - Sense of Agency
  - Confidence
  - Self esteem
  - Physical health
- **Evidenced in well being indicators** may include :
  - Can communicate wants, needs and choices
  - Makes contact with other people
  - Shows warmth and affection
  - Showing pleasure or enjoyment
  - Alertness, responsiveness
  - Uses remaining abilities
  - Expresses self creatively
  - Is co-operative or helpful
  - Responding appropriately to people
  - Expresses appropriate emotions
  - Relaxed posture or body language

- o Sense of humour
- o Sense of purpose
- o Signs of self-respect
- **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
- **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

Unit 4222-370 Understand the diversity of individuals with dementia and the importance of inclusion (DEM 310)

Level: 3
Credit value: 3
UAN: Y/601/3544

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 that are fundamental to person centred care practice.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1 Understand the concept of diversity and its relevance to working with individuals who have dementia
2 Understand that each individual's experience of dementia is unique
3 Understand the importance of working in a person centred way and how this links to inclusion

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 21, 31, 41, 24, 35, 45.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF assessment principles.

Unit 4222-370 Understand the diversity of individuals with dementia and the importance of inclusion (DEM 310)

Assessment Criteria

Outcome 1 Understand the concept of diversity and its relevance to working with individuals who have dementia

The learner can:

1. explain what is meant by the terms
- diversity
- anti-discriminatory practice
- anti-oppressive practice
2. explain why it is important to recognise and respect an **individual's heritage**
3. describe why an individual with dementia may be subjected to discrimination and oppression
4. describe how discrimination and oppressive practice can be challenged

Outcome 2 Understand that each individual's experience of dementia is unique

The learner can:

1. explain why it is important to identify an individual's specific and unique needs
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
3. describe how the experience of an individual's dementia may impact on **carers**
4. describe how the experience of dementia may be different for individuals
   a. who have a learning disability
   b. who are from different ethnic backgrounds
   c. at the end of life

Outcome 3 Understand the importance of working in a person centred way and how this links to inclusion

The learner can:

1. explain how current legislation and Government policy supports person centred working
2. explain how person centred working can ensure that an individual's specific and unique needs are met
3. describe ways of helping an individual's **carers** or **others** understand the principles of person centred care
4. identify practical ways of helping the individual with dementia maintain their identity

Unit 4222-370 Understand the diversity of individuals with dementia and the importance of inclusion (DEM 310)

Additional guidance

- An **individual** is someone requiring care or support
- **Heritage.** This refers to an individual's culture, history and personal experiences and is unique to them
- **Others** may include:
  - Care worker
  - 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

Unit 4222-402 Understand theories of relationships and social networks (HSC 3021)

Level: 4
Credit value: 3
UAN: Y/601/8579

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge required to understand supportive relationships and social networks.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand the relevance of relationship theories to health and social care practice
2. Understand the impact of relationships and social networks on well-being and self esteem
3. Understand factors that can influence the process of a relationship

Guided learning hours

It is recommended that **29** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 356 and HSC 331.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles.

Unit 4222-402 Understand theories of relationships and social networks (HSC 3021)

Assessment Criteria

Outcome 1 Understand the relevance of relationship theories to health and social care practice

The learner can:
1. compare key principles of relationship theories
2. analyse ways in which an understanding of relationship theories can enhance health and social care practice.

Outcome 2 Understand the impact of relationships and social networks on well-being and self esteem

The learner can:
1. describe the benefits of supportive relationships and social networks for an individual's well-being and self esteem
2. describe the possible impact of difficult or dysfunctional relationships on an individual's well-being and self esteem
3. analyse the features of supportive relationships and dysfunctional relationships.

Outcome 3 Understand factors that can influence the process of a relationship

The learner can:
1. explain the processes involved in the development, maintenance and breakdown of relationships
2. analyse how the development, maintenance and breakdown of relationships can be influenced by
   - Social factors
   - Economic factors
   - Cultural factors
   - Psychological factors
   - Physical factors.

Unit 4222-330 Introduction to personalisation in social care (HSC 3046)

Level: 3
Credit value: 3
UAN: K/601/9493

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 outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand the meaning of personalisation in social care
2. Understand systems that support personalisation
3. Understand how personalisation affects the way support is provided
4. Understand how to implement personalisation

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 24, HSC 35, HSC 346, HSC 3119.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 4222-330 Introduction to personalisation in social care (HSC 3046)

Assessment Criteria

Outcome 1   Understand the meaning of personalisation in social care

The learner can:
1. define the term 'personalisation' as it applies in social care
2. explain how personalisation can benefit individuals
3. explain the relationship between rights, choice and personalisation
4. identify legislation and other national policy documents that promote personalisation.

Outcome 2   Understand systems that support personalisation

The learner can:
1. list local and national systems that are designed to support personalisation
2. describe the impact that personalisation has on the process of commissioning social care
3. explain how direct payments and individual budgets support personalisation.

Outcome 3   Understand how personalisation affects the way support is provided

The learner can:
1. explain how person centred thinking, person centred planning and person centred approaches support personalisation
2. describe how personalisation affects the balance of power between individuals and those providing support
3. give examples of how personalisation may affect the way an **individual** is supported from day to day.

Outcome 4   Understand how to implement personalisation

The learner can:
1. analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation
2. identify potential barriers to personalisation
3. describe ways to overcome barriers to personalisation in day to day work
4. describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service.

Unit 4222-330 Introduction to personalisation in social care (HSC 3046)

Additional guidance

An **individual** is someone requiring care or support.

Unit 4222-264 The principles of infection prevention and control (IC 01)

Level: 2
Credit value: 3
UAN: L/501/6737

Unit aim

To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:
1. Understand roles and responsibilities in the prevention and control of infections
2. Understand legislation and policies relating to prevention and control of infections
3. Understand systems and procedures relating to the prevention and control of infections
4. Understand the importance of risk assessment in relation to the prevention and control of infections
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections
6. Understand the importance of good personal hygiene in the prevention and control of infections

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. This unit is based upon the Skills for Health Infection Control workplace competencies.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy

Unit 4222-264 The principles of infection prevention and control (IC 01)

Assessment Criteria

Outcome 1   Understand roles and responsibilities in the prevention and control of infections

The learner can:
1. explain employees' roles and responsibilities in relation to the prevention and control of infection
2. explain employers' responsibilities in relation to the prevention and control infection.

Outcome 2   Understand legislation and policies relating to prevention and control of infections

The learner can:
1. outline current legislation and regulatory body standards which are relevant to the prevention and control of infection
2. describe local and organisational policies relevant to the prevention and control of infection.

Outcome 3   Understand systems and procedures relating to the prevention and control of infections

The learner can:
1. describe procedures and systems relevant to the prevention and control of infection
2. explain the potential impact of an outbreak of infection on the individual and the organisation.

Outcome 4   Understand the importance of risk assessment in relation to the prevention and control of infections

The learner can:
1. define the term risk
2. outline potential risks of infection within the workplace
3. describe the process of carrying out a risk assessment
4. explain the importance of carrying out a risk assessment.

Outcome 5   Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections

The learner can:
1. demonstrate correct use of PPE
2. describe different types of PPE
3. explain the reasons for use of PPE
4. state current relevant regulations and legislation relating to PPE
5. describe employees' responsibilities regarding the use of PPE
6. describe employers' responsibilities regarding the use of PPE
7. describe the correct practice in the application and removal of PPE
8. describe the correct procedure for disposal of used PPE.

Outcome 6   Understand the importance of good personal hygiene in the prevention and control of infections

The learner can:

1. describe the key principles of good personal hygiene
2. demonstrate good hand washing technique
3. describe the correct sequence for hand washing
4. explain when and why hand washing should be carried out
5. describe the types of products that should be used for hand washing
6. describe correct procedures that relate to skincare.

Unit 4222-265 Causes and spread of infection (IC 02)

Level: **2**

Credit value: **2**

UAN: **H/501/7103**

Unit aim

This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between both infection and colonisation and pathogenic and non pathogenic organisms, the areas of infection and the types caused by different organisms. In addition the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enter the body and key factors that may lead to infection occurring.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the causes of infection
2. Understand the transmission of infection

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life.

- Health and Social Care NVQ level 2 unit HCS22
- Health NVQ level 2 unit GEN 3
- Core dimension 3: Health, safety and security – Monitor and maintain health, safety and security of others
- Infection Control NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy

Unit 4222-265   Causes and spread of infection (IC 02)
Assessment Criteria

Outcome 1   Understand the causes of infection

The learner can:
1. identify the differences between bacteria, viruses, fungi and parasites
2. identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
3. describe what is meant by "infection" and "colonisation"
4. explain what is meant by "systemic infection" and "localised infection"
5. identify poor practices that may lead to the spread of infection.

Outcome 2   Understand the transmission of infection

The learner can:
1. explain the conditions needed for the growth of micro-organisms
2. explain the ways an infective agent might enter the body
3. identify common sources of infection
4. explain how infective agents can be transmitted to a person
5. identify the key factors that will make it more likely that infection will occur.

Unit 4222-266 Cleaning, decontamination and waste management (IC 03)

Level: 2
Credit value: 2
UAN: R/501/6738

Unit aim

To explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand how to maintain a clean environment to prevent the spread of infection
2. Understand the principles and steps of the decontamination process
3. Understand the importance of good waste management practice in the prevention of the spread of infection

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

- There are some relationships between this unit and those of other standards such as
- Key Skills, Functional Skills and Skills for Life
- General Healthcare Competence GEN3 Maintain health and safety in a clinical/therapeutic environment (K5)
- Knowledge and Skills Framework Core 3 Health safety and Security
- Health and Social Care NOS HSC 246, 230, 0032
- Infection Prevention and Control NOS IPC1,3,4,6,7

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy

Unit 4222-266   Cleaning, decontamination and waste management (IC 03)

Assessment Criteria

Outcome 1   Understand how to maintain a clean environment to prevent the spread of infection

The learner can:
1. state the general principles for environmental cleaning
2. explain the purpose of cleaning schedules
3. describe how the correct management of the environment minimises the spread of infection
4. explain the reason for the national policy for colour coding of cleaning equipment.

Outcome 2   Understand the principles and steps of the decontamination process

The learner can:
1. describe the three steps of the decontamination process
2. describe how and when cleaning agents are used
3. describe how and when disinfecting agents are used
4. explain the role of personal protective equipment (PPE) during the decontamination process
5. explain the concept of risk in dealing with specific types of contamination
6. explain how the level of risk determines the type of agent that may be used to decontaminate
7. describe how equipment should be cleaned and stored.

Outcome 3   Understand the importance of good waste management practice in the prevention of the spread of infection

The learner can:
1. identify the different categories of waste and the associated risks
2. explain how to dispose of the different types of waste safely and without risk to others
3. explain how waste should be stored prior to collection
4. identify the legal responsibilities in relation to waste management
5. state how to reduce the risk of sharps injury.

Unit 4222-245 Understand the context of supporting individuals with learning disabilities (LD 201)

Level: 2

Credit value: 4

UAN: K/601/5315

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 outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities
2. Understand the nature and characteristics of learning disability
3. Understand the historical context of learning disability
4. Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers
6. Know how to promote communication with individuals with learning disabilities

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Unit 4222-245 Understand the context of supporting individuals with learning disabilities (LD 201)

Assessment Criteria

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

The learner can:

1. identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
2. explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families.

Outcome 2 Understand the nature and characteristics of learning disability

The learner can:

1. explain what is meant by 'learning disability'
2. give examples of causes of learning disabilities
3. describe the medical and social models of disability
4. state the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
5. describe the possible impact on a family of having a member with a learning disability.

Outcome 3 Understand the historical context of learning disability

The learner can:

1. explain the types of services that have been provided for individuals with learning disabilities over time
2. describe how past ways of working may affect present services
3. identify some of the key changes in the following areas of the lives of individuals who have learning disabilities:
   - where people live
   - daytime activities
   - employment
   - sexual relationships and parenthood
   - the provision of healthcare.

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

The learner can:

1. explain the meaning of the term 'social inclusion'
2. explain the meaning of the term advocacy
3. describe different types of advocacy
4. describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities.

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

The learner can:

1. explain how attitudes are changing in relation to individuals with learning disabilities
2. give examples of positive and negative aspects of being labelled as having a learning disability
3. describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
4. explain the roles of external agencies and others in changing attitudes, policy and practice.

Outcome 6   **Know how to promote communication with individuals with learning disabilities**

The learner can:

1. identify ways of adapting each of the following when communicating with individuals who have learning disabilities
   * verbal communication
   * non-verbal communication
2. explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities
3. describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.

Unit 4222-245 Understand the context of supporting individuals with learning disabilities (LD 201)

Additional guidance

- An **individual** is someone requiring care or support
- **Causes** should include: before birth, during birth and after birth
- **Ways to build empowerment** should include person-centred thinking
- **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
- **External agencies** – include: advocacy services; parent/carer support groups; campaign groups etc
- **Others** may include
  - The individual
  - Colleagues
  - Families or carers
  - Friends
  - Other professionals
  - Members of the public
  - Advocates

Unit 4222-249 Principles of supporting an individual to maintain personal hygiene (LD 206)

Level: **2**
Credit value: **1**
UAN: **H/601/5703**

Unit aim
This unit introduces the underpinning knowledge for the support of individuals in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as causes of poor personal hygiene.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Understand the importance of good personal hygiene
2. Know how to encourage an individual to maintain personal hygiene
3. Know how to support an individual to maintain personal hygiene
4. Understand when poor hygiene may be an indicator of other underlying personal issues

Guided learning hours
It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to HSC 27, 29, 218, 219, 220.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
Assessment of this unit must adhere to the requirements of Skills for Care and Development assessment strategy

Unit 4222-249 Principles of supporting an individual to maintain personal hygiene (LD 206)

Assessment Criteria

Outcome 1 Understand the importance of good personal hygiene

The learner can:
1. explain why personal hygiene is important
2. describe the effects of poor personal hygiene on health and well-being.

Outcome 2 Know how to encourage an individual to maintain personal hygiene

The learner can:
1. explain how to address personal hygiene issues with an **individual** in a sensitive manner without imposing own values
2. describe how to make an individual aware of the effects of poor hygiene on others
3. describe how to support an individual to develop and improve personal hygiene routines.

Outcome 3 Know how to support an individual to maintain personal hygiene

The learner can:
1. identify **factors** that contribute to good personal hygiene
2. explain how to support the **preferences and needs** of the individual while maintaining their independence
3. describe how to **maintain dignity** of an individual when supporting intimate personal hygiene
4. describe **risks** to own health in supporting personal hygiene routines
5. describe how to reduce risks to own health
6. identify **others** that may be involved in supporting an individual to maintain personal hygiene.

Outcome 4 Understand when poor hygiene may be an indicator of other underlying personal issues

The learner can:
1. identify **underlying personal** issues that may be a cause of poor personal hygiene
2. describe how underlying personal issues might be addressed.

Unit 4222-249 Principles of supporting an individual to maintain personal hygiene (LD 206)

Additional guidance

- **Individual** is someone requiring care or support
- **Factors** include: washing, showering; washing hair; cleaning clothes; keeping nails clean; washing hands after using the toilet, etc
- **Preferences and needs** include: any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion
- **Maintain Dignity** – includes privacy, having trust on both sides, being professional, awareness of abuse, averting eye contact to avoid embarrassment, being gentle, being able to empathise etc
- **Risks** – from infection and reduction through infection control techniques
- **Others** may include
  - o The individual
  - o Colleagues
  - o Families or carers
  - o Friends
  - o Other professionals
  - o Members of the public
  - o Advocates
- **Underlying personal issues** – may include: financial issues, abuse, health issues etc.

Unit 4222-375 Understand positive risk taking for individuals with disabilities (LD 305)

Level: 3
Credit value: 3
UAN: J/601/6293

Unit aim

This unit promotes a positive, person-centred approach to risk taking for individuals with disabilities and emphasises the importance of working in partnership to support individuals to take risks. It provides the opportunity to reflect on difficulties and dilemmas commonly encountered when addressing issues of risk, in the context of the legal and policy frameworks.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Understand that individuals with disabilities have the same right as everyone else to take risks
2. Understand the importance of a positive, person-centred approach to risk assessment
3. Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks
4. Understand the importance of considering with an individual with disabilities the risks associated with the choices they make
5. Understand the importance of a partnership approach to risk taking

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 3117.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Unit 4222-375   Understand positive risk taking for individuals with disabilities (LD 305)

Assessment Criteria

Outcome 1   Understand that individuals with disabilities have the same right as everyone else to take risks

The learner can:
1. explain ways in which risk is an integral part of everyday life
2. explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks
3. describe the links between risk-taking and responsibility, empowerment and social inclusion.

Outcome 2   Understand the importance of a positive, person-centred approach to risk assessment

The learner can:
1. explain the process of developing a positive person-centred approach to risk assessment
2. explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
3. explain how a service focused approach to risk assessment would differ from a person-centred approach
4. identify the consequences for the individual of a service focused approach to risk-assessment.

Outcome 3   Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks

The learner can:
1. explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives.

Outcome 4   Understand the importance of considering with an individual with disabilities the risks associated with the choices they make

The learner can:
1. analyse why individuals with disabilities may be at risk of different forms of abuse, exploitation and harm in different areas of their lives
2. explain how to support individuals to recognise and manage potential risk in different areas of their lives
3. explain the importance of balancing the choices of the individual with their own and others' health and safety
4. describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks
5. explain the importance of recording all discussions and decisions made.

Outcome 5 Understand the importance of a partnership approach to risk taking

The learner can:

1. explain the importance of a person-centred partnership approach
2. describe ways of handling conflict when discussing and making decisions about risk.

Unit 4222-375 Understand positive risk taking for individuals with disabilities (LD 305)

Additional guidance

- **Individual** is someone requiring care or support.
- **Abuse** may include the following types:
    o Physical abuse
    o Sexual abuse
    o Emotional/psychological abuse
    o Financial abuse
    o Institutional abuse
    o Self neglect
    o Neglect by others.
- **Different areas of their lives** may include: in public places, in activities on-line, of social activities at home and in other private spaces, and of disclosing personal and financial information.
- **Others** may include:
    o The individual
    o Colleagues
    o Families or carers
    o Friends
    o Other professionals
    o Members of the public
    o Advocates.

Unit 4222-376 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)

Level: 3

Credit value: 3

UAN: A/601/6274

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 outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the development of human sexuality
2. Understand how the sexual development of individuals with a learning disability can differ
3. Understand the issues of sexual health and how these can be supported
4. Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities
5. Know how to support the sexual expression of an individual with a learning disability

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 311, 331, 332, 356.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Unit 4222-376 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)

Assessment Criteria

Outcome 1   Understand the development of human sexuality

The learner can:

1. define the terms: sexuality, sexual health, sexual orientation, and sexual expression
2. explain main sexual development milestones throughout an individual's lifespan.

Outcome 2   Understand how the sexual development of individuals with a learning disability can differ

The learner can:

1. describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability
2. describe how socio-cultural factors and religious beliefs can influence an individual's sexual development
3. explain how **mental capacity** can influence sexual development, sexual experiences, sexual expression and sexual health.

Outcome 3   Understand the issues of sexual health and how these can be supported

The learner can:

1. explain the **key features of sexual health** and well-being and how this relates to an individual's overall health and well-being
2. identify sexual health issues that differently affect men and women
3. explain how sexual health issues can be supported within **plans for healthcare**
4. identify local services that exist to support sexual health for individuals.

Outcome 4   Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities

The learner can:

1. explain key parts of **relevant legislation** relating to sexuality and sexual health for individuals and how this influences practice.

Outcome 5   Know how to support the sexual expression of an individual with a learning disability

The learner can:

1. explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities
2. explain why the development of a meaningful relationship can be important to the development of an individual's sexuality
3. describe different ways an individual can express themselves sexually and how individual preferences can be supported
4. explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences.

Unit 4222-376 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)

Additional guidance

- An **individual** is someone requiring care or support
- The principles of human rights underpin this unit. Where mental capacity is referred to it should be remembered that the **Mental Capacity** Act (2007) states that everyone should be treated as able to make their own decisions until it is shown that they are not
- **Key features of sexual health** may include: contraception, hygiene, sexually transmitted infections etc
- **Plans for health care** – in England this refers to / should include Health Action Plans
- **Relevant legislation** – any legislation related to supporting individuals with learning disabilities with sexuality and sexual health.

Unit 4222-378 Understand how to support individuals with autistic spectrum conditions (LD 310)

Level: 3
Credit value: 3
UAN: T/601/5317

Unit aim

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.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the main characteristics of autistic spectrum conditions
2. Understand how autistic spectrum conditions can impact on the lives of individuals and those around them
3. Understand different theories and concepts about autism
4. Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions
5. Understand how to achieve effective communication with individuals with an autistic spectrum condition
6. Understand how to support individuals with an autistic spectrum condition

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Unit 4222-378 Understand how to support individuals with autistic spectrum conditions (LD 310)

Assessment Criteria

Outcome 1 Understand the main characteristics of autistic spectrum conditions

The learner can:

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
2. analyse the main diagnostic features of autistic spectrum conditions, commonly known as the 'triad of impairments'
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
4. describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
5. describe other conditions that may be associated with the autistic spectrum
6. describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum.

Outcome 2 Understand how autistic spectrum conditions can impact on the lives of individuals and those around them

The learner can:

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. explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
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
4. describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition.

Outcome 3 Understand different theories and concepts about autism

The learner can:

1. explain theories about autism related to
   - brain function and genetics
   - psychology
2. explain why there are alternative choices of terminology used to describe the autism spectrum
3. describe the strengths and limitations of different types of terminology
4. explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
5. outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
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.

Outcome 4   Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions

The learner can:

1. identify what legislation and national and local policy and guidance exists
2. explain what individuals or situations the legislation, national and local policy and guidance applies to
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.

Outcome 5   Understand how to achieve effective communication with individuals with an autistic spectrum condition

The learner can:

1. give examples of how "challenging behaviour" can be a way of expressing emotions where there are communication differences
2. describe methods and systems used to develop and support an individual's communication
3. explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style.

Outcome 6   Understand how to support individuals with an autistic spectrum condition

The learner can:

1. explain why it is important to establish a person-centred plan catering to an individual's specific preferences and needs
2. explain why consultation with families/parents/carers is important in person-centred planning and support
3. describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills
4. explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
5. explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm
6. explain how needs change for individuals and their families at different stages of their lives
7. describe the role that advocacy can play in the support of individuals with an autistic spectrum condition.

Unit 4222-378   Understand how to support individuals with autistic spectrum conditions (LD 310)

Additional guidance

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.

- An **individual** is someone requiring care or support
- **Specific preferences and needs** includes:
  - routines, timetables and structures; levels of sensory stimulation; special interests or rituals etc
- **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 etc

Unit 4222-380 Principles of supporting young people with a disability to make the transition into adulthood (LD 311K)

Level: 3
Credit value: 3
UAN: M/601/7227

Unit aim

The unit provides knowledge and understanding on how to enable young people with a disability to move from childhood into adulthood.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the steps and stages of moving from childhood into adulthood
2. Understand how having a disability may affect the process of moving from childhood into adulthood
3. Know the options for supporting a young person who has a disability to make the transition into adulthood
4. Understand how to support a young person with a disability through a successful transition
5. Understand the importance of supporting a young person and their family to reflect on the transition

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 310, 329, 332, 344, 412.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. It does not confirm competence.

Unit 4222-380 Principles of supporting young people with a disability to make the transition into adulthood (LD 311K)

Assessment Criteria

Outcome 1 Understand the steps and stages of moving from childhood into adulthood

The learner can:

1. identify the range of physical, social and emotional changes which occur for young people as they move into adulthood
2. explain the changes faced by young people as they move from childhood into adulthood in relation to their: freedoms, rights, and responsibilities
3. explain how culture may impact on the process of moving from childhood into adulthood
4. explain theories about change and how this can affect a young person with a disability.

Outcome 2 Understand how having a disability may affect the process of moving from childhood into adulthood

The learner can:

1. explain, giving examples, the potential effects of the transition process on young people with disabilities and their **families**
2. identify challenges young peoples with a disability might have understanding and coping with change
3. outline the methods that can be used to support a young person with a disability to cope with changes
4. explain how **legislation and local and national practice guidelines** affect the planning of the transition for a young person with a disability from childhood into to adulthood
5. describe the legislation that affects the right of a young person with a disability to make decisions about their life.

Outcome 3 Know the options for supporting a young person who has a disability to make the transition into adulthood

The learner can:

1. explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability
2. explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
3. explain how personal budgets can be used with young people in transition.

Outcome 4   Understand how to support a young person with a disability through a successful transition

The learner can:

1. explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
2. explain how person-centred transition reviews and person-centred thinking can be used as part of this planning process
3. explain the difference in approaches to planning between children's and adults' support services
4. describe how to involve families in the transition process
5. explain the role of **key agencies and professionals** likely to be involved in the transition process
6. outline possible areas of tension and conflict that may arise during the transition into adulthood
7. compare different methods of support to use with young people with disabilities who have varying abilities.

Outcome 5   Understand the importance of supporting a young person and their family to reflect on the transition

The learner can:

1. explain why it is important to reflect on the transition with the young person and their family
2. explain the importance of recording the process of transition.

Unit 4222-380 Principles of supporting young people with a disability to make the transition into adulthood (LD 311K)

Additional guidance

- **Families** may also include others significant to the young person such as guardians, carers, friends, partners etc.
- **Legislation and local and national practice guidelines** - current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood
- **Key agencies and professionals** – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice etc

Unit 4222-382 Principles of self-directed support (LD 314K)

Level: 3
Credit value: 3
UAN: M/601/7048

Unit aim

The unit provides the knowledge and understanding required to support an individual to direct their own support.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand self-directed support
2. Understand how to support an individual to direct their own support and develop their support plan
3. Understand the different ways that people can use their personal budget
4. Understand the outcome focused review process

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 35.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Unit 4222-382 Principles of self-directed support (LD 314K)
Assessment Criteria

Outcome 1   Understand self-directed support
The learner can:
1. explain the principles underpinning **self-directed support** and how this differs from traditional support
2. explain the benefits of an **individual** having self-directed support
3. explain how **legislation, policy or guidance** underpin self-directed support
4. explain what the following terms mean:
   - indicative allocation
   - supported self assessment
   - support plan
   - outcome focused review
5. outline the possible barriers to self-directed support.

Outcome 2   Understand how to support an individual to direct their own support and develop their support plan
The learner can:
1. explain how to use **person-centred thinking** to enable individuals to think about what is important to them, and how they want to be supported
2. explain how individuals can direct their own support if they do not have a personal budget
3. explain how person-centred planning can be used to inform a support plan
4. explain the roles of **others** who can assist individuals in developing their support plan
5. describe different ways that individuals can develop a support plan
6. describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget
7. describe what might be included in the costings for a support plan.

Outcome 3   Understand the different ways that people can use their personal budget
The learner can:
1. explain the different ways that individuals can use their personal budget to buy support
2. research innovative ways that individuals can spend their personal budget other than buying social care services
3. explain what restrictions may be imposed on personal budgets
4. describe the criteria that are used to sign off a support plan
5. describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe.

Outcome 4   Understand the outcome focused review process
The learner can:
1. explain the process of an outcome focused review
2. explain how to enable someone to prepare for their outcome focused review.

Unit 4222-382   Principles of self-directed support (LD 314K)

Additional guidance

- **Self-directed support** – puts the person in need of support in control of that support
- An **individual** is someone requiring care or support
- **Legislation, policy or guidance** – refers to any current legislation or guidance around this area
- **Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.
- **Others** may include:
  - families, friends or carers
  - social workers
  - brokers
  - peer support
  - voluntary user-led organisations
  - independent support brokerage

Unit 4222-385 Understand physical disability (PD OP 3.1)

Level: 3
Credit value: 3
UAN: J/601/6150

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 outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand the importance of differentiating between the individual and the disability
2. Understand the concept of physical disability
3. Understand the impact of living with a physical disability within society
4. Understand the importance of promoting inclusion and independence

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Unit 4222-385 Understand physical disability (PD OP 3.1)
Assessment Criteria

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

The learner can:
1. explain the importance of recognising the centrality of the **individual** rather than the disability
2. explain the importance of an assessment being person centred
3. compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only.

Outcome 2 Understand the concept of physical disability

The learner can:
1. define the term physical disability
2. describe the following terminology used in relation to physical disability:
   - **congenital**
   - **acquired**
   - **neurological**
3. compare a congenital disability with a neurological disability, including causes
4. explain the emotional impact of a **progressive** disability on the individual
5. compare the different impacts on individuals that congenital and progressive disabilities can have.

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

The learner can:
1. describe environmental and social barriers that can have a disabling effect on an individual with a physical disability
2. analyse the socio-economic effects of physical disability on an individual
3. explain the changes that have occurred in society as a result of Disability legislation
4. analyse the extent of improvements for the individual as a result of Disability legislation
5. explain the effects of physical disability on an individual's **life choices**
6. explain how attitudes either promote a positive or negative perception of disability.

Outcome 4 Understand the importance of promoting inclusion and independence

The learner can:
1. explain the importance of independence and inclusion for individuals with physical disabilities
2. analyse ways that inclusion and independence can be promoted
3. explain the importance of the individual having control of choices and decisions
4. analyse the importance of positive risk-taking for the individual with physical disabilities
5. explain how to encourage the individual to take positive risks while maintaining safety
6. explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes.

Unit 4222-385   Understand physical disability (PD OP 3.1)

Additional guidance

- The **individual** is the person requiring care or support
- **Congenital** can include
  - Cerebral palsy
  - Cystic fibrosis
  - Spina bifida
  - Congenital heart conditions
  - Muscular dystrophy
  - Congenital hip disorder
- **Acquired** disabilities can include
  - Arthritis
  - Rheumatism
  - Cardiac conditions
  - Pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis
- **Neurological** conditions can include
  - Multiple sclerosis
  - Parkinson's Disease
  - Stroke
- **Progressive** can also include neurological and some congenital conditions
  - Motor Neurone Disease
- **Life Choices**
  - Physical health
  - Education
  - Housing
  - Employment
  - Access to cultural/leisure activities
  - Mobility
  - Sexuality

Unit 4222-387 Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)

Level: 3
Credit value: 3
UAN: Y/601/6167

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 outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand Acquired Brain Injury
2. Understand the impact on individuals of Acquired Brain Injury
3. Understand the specialist communication needs of an individual with Acquired Brain Injury
4. Understand the impact that personality changes can have on an individual and those providing support
5. Understand the impact of challenging behaviour

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Unit 4222-387   Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)

Assessment Criteria

Outcome 1   Understand Acquired Brain Injury

The learner can:

1. define acquired brain injury
2. describe possible causes of acquired brain injury
3. explain the difference between a traumatic brain injury and other forms of acquired brain injury
4. describe brain injuries that are
   - mild
   - moderate
   - severe.

Outcome 2   Understand the impact on individuals of Acquired Brain Injury

The learner can:

1. discuss initial effects of Acquired Brain Injury on the individual
2. explain the long term effects of Acquired Brain Injury to include
   - physical
   - **functional**
   - cognitive
   - behavioural effects
3. explain the **concepts of loss** in relation to Acquired Brain Injury for individuals and carers.

Outcome 3   Understand the specialist communication needs of an individual with Acquired Brain Injury

The learner can:

1. define dysphasia and dysarthria
2. explain the effects of dysphasia and dysarthria on communication
3. compare the different techniques required to support an individual with dysphasia and dysarthria
4. evaluate different intervention strategies and assistive tools that support communication.

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

The learner can:

1. explain the impact of personality changes on the individual
2. explain the impact of personality changes on those caring for the individual
3. explain how lack of **self awareness**/insight may affect the individual
4. explain the skills needed to support the individual and family/**carers** to come to terms with personality changes.

Outcome 5 Understand the impact of challenging behaviour

The learner can:

1. explain behaviours which are considered challenging
2. analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour
3. explain **measures** that should be taken to manage the risk from challenging behaviour
4. explain the process for reporting and referring challenging behaviour.

Unit 4222-387   Understand the impact of Acquired Brain Injury on individuals (PD OP 3.3)

Additional guidance

- **The individual** is the person requiring support. An advocate may need to act on behalf of an individual.
- **Functional** - relates to the individual's ability to carry out day to day tasks, i.e. dressing, washing, cooking. It does not solely mean the physical ability but also can mean concentration, motivation for doing tasks.
- **Concepts of loss** – consider stages of grief as outlined by Elizabeth Kublar Ross and Warden
- **Personality changes**
  - Irritability
  - Disinhibited behaviour
  - Frustration
  - Loss of social skills
  - Lack of self awareness
- **Self Awareness** – ability to understand the impact of behaviour on others
- **Carers**
  - Spouse/partner
  - Child
  - Parent
  - Sibling
  - Friend
- **Challenging behaviour**
  - Physical attack
  - Threatening language
  - Sexual disinhibition
- **Measures** – actions required to manage risk e.g.
  - Policies
  - Supervision
  - Support from colleagues
  - Make a risk assessment
  - Risk management plan

Unit 4222-393 Understand sensory loss (SS MU 3.1)

Level: 3
Credit value: 3
UAN: M/601/3467

Unit aim

The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand the factors that impact on an individual with sensory loss
2. Understand the importance of effective communication for individuals with sensory loss
3. Understand the main causes and conditions of sensory loss
4. Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Unit 4222-393 Understand sensory loss (SS MU 3.1)
Assessment Criteria

Outcome 1   Understand the factors that impact on an individual with sensory loss

The learner can:

1. analyse how a range of factors can impact on individuals with sensory loss
2. analyse how societal attitudes and beliefs impact on individuals with sensory loss
3. explore how a range of factors, societal attitudes and beliefs impact on service provision.

Outcome 2   Understand the importance of effective communication for individuals with sensory loss

The learner can:

1. explain the methods of communication used by individuals with:
   * Sight loss
   * Hearing loss
   * Deafblindness
2. describe how the environment facilitates effective communication for people with sensory loss
3. explain how effective communication may have a positive impact on lives on individuals with sensory loss.

Outcome 3   Understand the main causes and conditions of sensory loss

The learner can:

1. identify the main causes of sensory loss
2. define congenital sensory loss and acquired sensory loss
3. identify the demographic factors that influence the incidence of sensory loss in the population.

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

The learner can:

1. identify the indicators and signs of:
   * sight loss
   * hearing loss
   * deafblindness
2. explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status
3. identify sources of support for those who may be experiencing onset of sensory loss.

Unit 4222-393   Understand sensory loss (SS MU 3.1)
Additional guidance

- **Sensory Loss** could include:
    - Sight loss
    - Hearing loss
    - Deafblindness
- **Factors** could include:
    - Communication
    - Information
    - Familiar layouts and routines
    - Mobility

Unit 4222-394 Understand models of disability (SS OP 3.1)

Level: 3
Credit value: 3
UAN: F/601/3473

Unit aim

The purpose of this unit is to provide the learner with knowledge and understanding of models of disability.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the difference between models of disability
2. Understand how the adoption of models of disability can shape an individual's identity and experience
3. Understand how the adoption of models of disability can shape service delivery

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 1, 2, 3, 10, 11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Unit 4222-394 Understand models of disability (SS OP 3.1)

Assessment Criteria

Outcome 1   Understand the difference between models of disability

The learner can:
1. outline the history and development of the medical, social and psycho-social models of disability
2. compare and contrast the medical, social and psycho-social models of disability.

Outcome 2   Understand how the adoption of models of disability can shape an individual's identity and experience

The learner can:
1. analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience.

Outcome 3   Understand how the adoption of models of disability can shape service delivery

The learner can:
1. analyse how the medical, social and psycho-social models of disability can shape service delivery
2. evaluate how own practice promotes the wellbeing and quality of life of individuals.

Unit 4222-602 Providing Independent Advocacy support (Advo 302)

Level: 3
Credit value: 6
UAN: T/502/3147

Unit aim

This unit focuses on the practicalities of offering Independent Advocacy support. It aims to develop the skills which will enable candidates to establish safe boundaries within the Independent Advocacy relationship. It also addresses practical strategies to ensure effective outcomes for the person receiving advocacy support.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Be able to establish safe boundaries to maintain the advocacy relationship
2. Be able to establish the advocacy relationship
3. Be able to assist the individual receiving advocacy support to explore and make choices
4. Be able to construct an action plan
5. Be able to support the individual receiving advocacy support to self-advocate
6. Be able to act on the instruction of the person receiving advocacy support
7. Be able to review and end the advocacy relationship.

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national standards

HSC 330   Support individuals to access and use services and facilities
HSC 3111   Promote the equality, diversity, rights and responsibilities of individuals
AHP 17   Assist and support individuals to use total communication systems
HSC 31   Promote effective communication for and about individuals
HSC 41   Use and develop methods and systems to record and report
HSC 366   Support individuals to represent their own needs and wishes at decision making forums
HSC 368   Present individuals' needs and preferences
CHS 99   Refer individuals to specialist services for treatment and care
PE 1   Enable individuals to make health choices and decisions.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:

- Direct Observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence:

- The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.
  - o Work products
  - o Professional discussion
  - o Candidate/ reflective accounts
  - o Questions asked by assessors
  - o Witness testimonies
  - o Projects/Assignments/RPL
  - o Case studies

Unit 4222-602 Providing Independent Advocacy support (Advo 302)

Assessment Criteria

Outcome 1   Be able to establish safe boundaries to maintain the advocacy relationship

The learner can:
1. explain the advocacy role to a **range of people** receiving advocacy support
2. conduct an introductory meeting which establishes **key principles** of independent advocacy
3. identify a **range of issues** that can impact on the relationship
4. identify limitations to the independent advocacy role.

Outcome 2   Be able to establish the advocacy relationship

The learner can:
1. explain the potential benefits of advocacy to the individual
2. explain and establish a range of **boundaries**
3. establish if advocacy support is appropriate
4. establish the individual's requirements
5. explain the complaints procedure of the advocacy service.

Outcome 3   Be able to assist the individual receiving advocacy support to explore and make choices

The learner can:
1. support access to **information** to enable the individual to make an informed choice
2. support the individual to explore **possible consequences** of making a particular choice
3. distinguish between the advocate's view and the choice made by the individual
4. support the individual to make choices including decisions that may be considered unwise
5. using principles of independent advocacy, **respond** to individuals who choose to take risks.

Outcome 4   Be able to construct an action plan

The learner can:
1. support an individual to prioritise his/her goals
2. agree a **course of action** with the individual receiving advocacy support
3. identify **key individuals** who will be involved in achieving the plan
4. provide ongoing feedback to the individual
5. review the action plan
6. identify who to seek advice from when the action plan is threatened.

Outcome 5   Be able to support the individual receiving advocacy support to self-advocate

The learner can:
1. summarise the benefits of self-advocacy
2. use a **range of techniques** to support an individual to self-advocate
3. take actions to help individuals achieve their goals.

Outcome 6   **Be able to act on the instruction of the person receiving advocacy support**

The learner can:

1. identify the wishes and feelings of an individual receiving advocacy support
2. agree a preferred course of action
3. provide feedback on action taken to the individual.

Outcome 7   **Be able to review and end the advocacy relationship.**

The learner can:

1. support the individual to assess the outcomes of the advocacy relationship
2. support the individual to establish if **further assistance** is needed
3. decide when and how to end the advocacy relationship.

Unit 4222-603 Maintaining the Independent Advocacy relationship (Advo 303)

Level: 3
Credit value: 6
UAN: A/502/3148

Unit aim

The unit examines the relationship between an Independent Advocate and the individual receiving advocacy support. It aims to equip the learner with the skills to maintain an independent and client led relationship whilst developing an understanding of the limitations of the role.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Know what to do when faced with practice dilemmas
2. Be able to deal positively with conflict
3. Be able to maintain accurate records
4. Be able to prioritise competing work commitments
5. Be able to use personal value base and power appropriately
6. Be able to use supervision as a tool to reflect and improve practice
7. Be able to use local and national networks
8. Be able to respond to concerns of abuse

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

HSC 3111   Promote the equality, diversity, rights and responsibilities of individuals
HSC 22   Support the health and safety of yourself and individuals
GEN 12   Reflect on and evaluate your own values, priorities, interests and effectiveness
HSC 23   Develop your knowledge and practice
H136   Communicate effectively with individuals and others
HSC 335   Contribute to the protection of individuals from harm and abuse
HSC 368   Present individuals' needs and preferences
HSC 45   Develop practices which promote choice, well-being and protection of all individuals.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:
- Direct Observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence:
- The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.
  - Work products
  - Professional discussion
  - Candidate/ reflective accounts
  - Questions asked by assessors
  - Witness testimonies
  - Projects/Assignments/RPL
  - Case studies

Unit 4222-603 Maintaining the Independent Advocacy relationship (Advo 303)

Assessment Criteria

Outcome 1   Know what to do when faced with practice dilemmas

The learner can:

1. identify a range of **ethical and practical challenges** commonly faced by advocates
2. develop a plan or strategy to respond to a range of challenges and threats
3. identify a **range of people** who can offer support in responding to dilemmas and threats.

Outcome 2   Be able to deal positively with conflict

The learner can:

1. identify a **range of situations** and people where conflict may arise
2. develop positive strategies in resolving conflict.

Outcome 3   Be able to maintain accurate records

The learner can:

1. explain the importance of writing and maintaining accurate records
2. identify a **range of information** which is and is not relevant
3. use appropriate templates to record information.

Outcome 4   Be able to prioritise competing work commitments

The learner can:

1. identify essential and non essential advocacy tasks
2. prioritise competing commitments and tasks.

Outcome 5   Be able to use personal value base and power appropriately

The learner can:

1. explain personal motivation and why the learner wants to provide independent advocacy support
2. identify personal values in relation to mental health, disability, human rights, participation and best interests
3. identify sources of personal power.

Outcome 6   Be able to use supervision as a tool to reflect and improve practice

The learner can:

1. explain the purpose and function of supervision
2. identify methods of preparing for supervision
3. participate in supervision
4. use self reflection to explore the advocate's practice
5. use supervision to identify opportunities to improve skills and knowledge
6. use supervision to explore emotional and practical challenges.

Outcome 7   Be able to use local and national networks

The learner can:

1. identify the role of local and national networks
2. **access support** from local and national networks
3. **contribute** to the work of local and national networks.

Outcome 8   Be able to respond to concerns of abuse

The learner can:

- identify potential signs of child (or) adult abuse
- explain child (or) adult protection procedures
- use the advocacy organisation's protection policy to respond to concerns of abuse
- ensure the individual receiving advocacy support is empowered to have their voice heard through protection processes
- support the individual uphold their right to be heard.

Unit 4222-604 Responding to the advocacy needs of different groups of people (Advo 304)

Level: 3
Credit value: 6
UAN: F/502/3149

Unit aim

The unit equips learners with an understanding of how to respond to the specific advocacy needs of different people such as

- Black people and ethic minority groups
- Older people
- People who do not use English as their first language
- People who are physically disabled
- People with learning disabilities
- People with mental health needs
- Children and young people
- Those who cannot instruct an advocate
- People with sensory impairments

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to make advocacy accessible to individuals and different groups
2. Be able to define social exclusion
3. Be able to explain the medical and social model of disability
4. Be able to promote diversity
5. Be able to use non instructed Advocacy

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

HSC 330   Support individuals to access and use services and facilities
HSC 3111   Promote the equality, diversity, rights and responsibilities of individuals
H16   Market and promote the service
H136   Communicate effectively with individuals and others
HSC 367   Help individuals identify and access independent representation and advocacy
HSC 368   Present individuals' needs and preferences
MH 43   Challenge injustice and inequalities in access to mainstream provision for individuals
            with mental health needs

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example: where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:

- Direct Observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence:

- The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.
    - o Work products
    - o Professional discussion
    - o Candidate/ reflective accounts
    - o Questions asked by assessors
    - o Witness testimonies
    - o Projects/Assignments/RPL
    - o Case studies

Unit 4222-604   Responding to the advocacy needs of different groups of people (Advo 304)

Assessment Criteria

Outcome 1   Be able to make advocacy accessible to individuals and different groups

The learner can:
1. identify **factors** which prevent different groups of people from accessing advocacy support
2. use a range of strategies to make advocacy **accessible** to different groups.

Outcome 2   Be able to define social exclusion

The learner can:
1. summarise the key components of social exclusion
2. explain the impact of social exclusion on different **groups of people**.

Outcome 3   Be able to explain the medical and social model of disability

The learner can:
1. describe the medical and social model of disability
2. explain how the medical and social model impacts on an individual
3. explain how an advocate can use the medical and social model of disability within the advocacy relationship.

Outcome 4   Be able to promote diversity

The learner can:
1. explain the concept of diversity and discrimination
2. use a range of strategies to promote diversity
3. use strategies to challenge discrimination.

Outcome 5   Be able to use non instructed Advocacy

The learner can:
1. explain the concept of non-instructed advocacy
2. select when it is appropriate to use non-instructed advocacy
3. use **non-instructed advocacy**
4. identify a range of threats and challenges when using non-instructed advocacy.

Unit 4222-605 Recognise indications of substance misuse and refer individuals to specialists (ASM1)

Level: 3
Credit value: 4
UAN: M/601/0648

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 outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Be able to recognise indications of substance misuse
2. Be able to assess and monitor risk
3. Be able to handle information and maintain records
4. Be able to refer individuals to appropriate services

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC362 and HSC338.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.

Unit 4222-605 Recognise indications of substance misuse and refer individuals to specialists (ASM1)

Assessment Criteria

Outcome 1   Be able to recognise indications of substance misuse

The learner can:
1. identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)
2. identify possible indications of substance misuse (eg physical, behavioural, social, emotional)
3. identify other factors which produce indications that may be interpreted as caused by substance misuse
4. show how to obtain specialist assistance where required
5. show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date.

Outcome 2   Be able to assess and monitor risk

The learner can:
1. assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures
2. review the assessment of risk and explain why this is important
3. demonstrate appropriate action which may be required in the light of changes to the situation and level of risk.

Outcome 3   Be able to handle information and maintain records

The learner can:
1. identify situations and actions taken in line with organisational requirements and explain the importance of doing so
2. identify the rights of individuals and the principle of confidentiality.

Outcome 4   Be able to refer individuals to appropriate services

The learner can:
1. identify the range of services relevant to substance misuse available locally and nationally
2. demonstrate how to refer individuals to services in line with organisational requirements
3. provide appropriate services with complete and accurate information about the situation in line with organisational requirements.

Unit 4222-606 Support individuals who are substance users (ASM3)

Level: 3
Credit value: 7
UAN: A/601/0670

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, hallucinogenics, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand about different substances, their effects and how they might be used
2. Be able to enable individuals to adopt safe practices associated with substance use
3. Be able to support individuals when they have used substances
4. Be able to support individuals in reducing substance use

Guided learning hours

It is recommended that **42** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Health/DANOS national occupational standard: AB2 Support individuals who are substance users. This also appears in Health and Social Care Standards as HSC379.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.

Unit 4222-606   Support individuals who are substance users (ASM3)

Assessment Criteria

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

The learner can:

1. identify the different substances which individuals might use, how they are used and their likely effects
2. identify the risks involved with substance use both in the short and the long term (eg overdose, dependence and associated health risks)
3. explain legislation, policies and guidelines on the use and storage of substances.

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

The learner can:

1. explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use
2. communicate with individuals in a manner that maximises the individuals' understanding
3. support individuals to discuss their circumstances and history of substance use
4. advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely
5. support individuals to dispose of hazardous materials and equipment safely
6. describe harm reduction strategies, how and why these may differ from individual to individual
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.

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

The learner can:

1. explain relevant policies and procedures for the support of individuals who have used substances
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. demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety
4. support individuals to meet their own needs and requirements after the effects of the substance have worn off
5. show when and how to request further support and assistance
6. report information about episodes of substance use to an appropriate person and record it in the required format.

Outcome 4   Be able to support individuals in reducing substance use

The learner can:

1. assist individuals who have made a commitment to reduce substance use to review their reasons for doing so
2. offer support to individuals which respects their individual rights, and is appropriate to their needs
3. assist individuals to review their progress in reducing substance use
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
5. identify the specialist agencies and support networks involved in supporting substance users.

Unit 4222-607 Identify and act upon immediate risk of danger to substance misusers (ASM4)

Level: 3
Credit value: 4
UAN: D/501/0585

Unit aim

This unit is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to identify immediate risk of danger to substance misusers
2. Be able to act upon immediate risk of danger to substance misusers

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to AB5 Identify and act upon immediate risk of danger to substance users. This also appears in Health and Social Care Standards as HSC342.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

Unit 4222-607   Identify and act upon immediate risk of danger to substance misusers (ASM4)

Assessment Criteria

Outcome 1   Be able to identify immediate risk of danger to substance misusers

The learner can:

1. describe the range of different substances subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)
2. describe any signs of immediate risk of danger which may include risk of
    - overdose
    - individuals causing injury or harm to themselves or others (e.g. family members)
3. explain the relevant policies and procedures for dealing with risk of danger to individuals and others.

Outcome 2   Be able to act upon immediate risk of danger to substance misusers

The learner can:

1. describe how to make the individual aware that they are available and willing to help
2. obtain information on the substance used from the individual or any person near the individual
3. obtain personal details from the individual or any person near the individual
4. encourage the individual to describe any pain or discomfort they may be experiencing
5. take actions which are appropriate to the substance used and the effect it has had on the individual e.g.
    - calming the individual, if the individual is in an agitated state, if safe to do so
    - reviving the individual, if the individual seems to be in a withdrawn state
6. show how to interact with the individual in a manner which recognises their needs and rights
7. demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety
8. demonstrate when and how to request any first aid treatment/support
9. support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (eg to access to relevant agencies and services)
10. record all information and report to appropriate person in the required format.

Unit 4222-608 Provide services to those affected by someone else's substance use (ASM5)

Level: 3
Credit value: 4
UAN: M/601/0682

Unit aim

This unit is for those who provide services to those who may be affected by someone else's drug, alcohol or substance use. This involves enabling those affected by someone else's substance use to explore and select their options, supporting them put selected options into practice, and empowering them to review the effectiveness of selected options.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know about the available support services
2. Understand issues that affect children and young people within families affected by drug and alcohol use
3. Be able to identify options for individuals affected by someone else's substance use
4. Be able to enable individuals affected by someone else's substance use to review the effectiveness of selected options

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Health/DANOS national occupational standard: AB7 Provide services to those affected by some else's substance use. This also appears in Health and Social Care Standards as HSC391.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.

Unit 4222-608   Provide services to those affected by someone else's substance use (ASM5)

Assessment Criteria

Outcome 1   Know about the available support services

The learner can:
1. identify the forms of support which may be available (eg counselling, financial, emotional, medical, self-help groups)
2. identify relevant agencies and services in the local area and how to access them.

Outcome 2   Understand issues that affect children and young people within families affected by drug and alcohol use

The learner can:
1. describe a range of family structures and give examples of how family dynamics work
2. describe the issues that affect children and young people within families affected by drug and alcohol use
3. identify the protection that children and young people affected by someone else's substance use may require and how to make this protection available
4. describe the legislation and policies relevant to working with children, young people and families.

Outcome 3   Be able to identify options for individuals affected by someone else's substance use

The learner can:
1. demonstrate how motivational techniques may be used
2. support the individual to:
   - identify issues concerning them
   - explore and consider the options open to them
   - plan required actions
3. assist the individual in accessing the required services
4. support and motivate the individual without infringing the individual's freedom.

Outcome 4   Be able to enable individuals affected by someone else's substance use to review the effectiveness of selected options

The learner can:
1. support the individual to review and feedback on:
   - progress
   - the effectiveness of support obtained
2. identify any significant positive changes in the individual
3. complete reports accurately and store records which maintains the individual's confidentiality.

Unit 4222-609 Increase awareness about drugs, alcohol or other substances with individuals and groups (ASM8)

Level: 3
Credit value: 7
UAN: H/501/0586

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 outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand legislation and policy relevant to substance use
2. Understand substance use, its effects and treatments
3. Be able to identify individuals' knowledge and values about substance
4. Be able to increase individuals' knowledge and understanding of substances

Guided learning hours

It is recommended that **42** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Health/DANOS national occupational standard: AD1 Raise awareness about substances, their use and effects. This also appears in Health and Social Care Standards as HSC365.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

Unit 4222-609   Increase awareness about drugs, alcohol or other substances with individuals and groups (ASM8)

Assessment Criteria

Outcome 1   Understand legislation and policy relevant to substance use

The learner can:

1. identify the legislation which relates to substance use and describe the difference between legal and illegal drugs
2. describe government policy in relation to substance use services e.g. prevention, treatment and rehabilitation
3. identify key organisations that are designed to deliver the government's strategy on drugs and alcohol
4. describe the legislation, policy and procedures regarding equality and confidentiality of information.

Outcome 2   Understand substance use, its effects and treatments

The learner can:

1. describe the different substances which are available and the effects they have on the body e.g. stimulants, sedatives and hallucinogenics
2. identify the street names for substances, and how these change over time and in different locations
3. describe the dangers of substance use e.g. related to quantity, frequency, purity and polydrug use
4. describe the methods of substance use and the risks associated with the different methods
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 etc
6. identify reasons why individuals use substances and the influence on substance use of individuals' age, gender, economic disadvantage and/or emotional deprivation
7. describe the relationship between substance use, crime and antisocial behaviour.

Outcome 3   Be able to identify individuals' knowledge and values about substance

The learner can:

1. enable individuals to talk about and identify what they know and understand about substance use
2. support individuals to explore their feelings and values about substance use
3. interact with individuals in a manner that encourages an open exchange of views and is non judgemental.

Outcome 4   Be able to increase individuals' knowledge and understanding of substances

The learner can:

1. identify the gaps in individuals' knowledge and understanding about substances, their use and effects
2. demonstrate how the values and beliefs of individuals may need to be challenged in their own interests and those of others
3. provide learning opportunities in a manner sensitive to individuals' needs and confidence
4. ensure that the content of the learning provision is accurate and based on up-to-date evidence.

Unit 4222-610 Test for substance use (ASM9)

Level: 3
Credit value: 5
UAN: T/601/0666

Unit aim

This unit is about testing individuals to see if they have been using substances, including alcohol and controlled drugs.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare to test individuals for substance use
2. Be able to test for substances
3. Be able to communicate outcomes of testing for substances

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Health/DANOS national occupational standard: AE1 Test for substance use. This also appears in Health and Social Care Standards as HSC363.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.

Unit 4222-610 Test for substance use (ASM9)
Assessment Criteria

Outcome 1   Be able to prepare to test individuals for substance use
The learner can:
1. identify those individuals to be tested for substance misuse and make arrangements for tests to be witnessed, where required
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
3. confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures
4. provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested
5. obtain the individuals consent for testing procedures
6. explain clearly and precisely to individuals what they have to do to provide their samples.

Outcome 2   Be able to test for substances
The learner can:
1. take samples (eg breath, urine, blood, hair, saliva) according to clinical and organisational policies and procedures
2. test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures
3. follow supplier's/manufacturer's instructions for use of equipment, where appropriate
4. dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures
5. explain possible causes of false readings in the types of tests carried out.

Outcome 3   Be able to communicate outcomes of testing for substances
The learner can:
1. communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences
2. obtain individual's informed consent when test results are to be shared with other practitioners
3. complete accurate records of tests and associated reports in accordance with organisational policy and procedures.

Unit 4222-611 Carry out initial assessments to identify and prioritise the needs of substance misusers (ASM11)

Level: 3
Credit value: 5
UAN: D/601/0662

Unit aim

This unit is for those who need to refer individuals with less complex needs directly to less structured drug, alcohol or substance misuse services (such as drop-in advice services) and identify when an individual has more complex needs which require referral to a comprehensive substance misuse assessment.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the range of difference substances and their effects
2. Be able to evaluate individuals' substance misuse and understanding of substance misuse services
3. Be able to assess individuals' needs and appropriate Interventions
4. Be able to make referrals to substance misuse services

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Health/DANOS national occupational standard:

AF2 Carry out assessment to identify and prioritise needs. This also appears in Health and Social Care Standards as HSC339.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills-based element within the unit must be assessed within the workplace or using workplace evidence.

Unit 4222-611 Carry out initial assessments to identify and prioritise the needs of substance misusers (ASM11)

Assessment Criteria

Outcome 1 Understand the range of difference substances and their effects

The learner can:
1. identify the range of different substances and their effects
2. identify different indications of substance misuse
3. demonstrate ways of keeping knowledge about substances and indications of substance misuse up to date
4. explain the jargon used by substance misusers in the locality.

Outcome 2 Be able to evaluate individuals' substance misuse and understanding of substance misuse services

The learner can:
1. explain why the assessment of individuals should be carried out promptly
2. obtain information from the individual and if applicable, from the referring agency, in line with protocols
3. carry out the assessment in line with locally agreed criteria and using standardised documentation
4. assess the individual's understanding of services available and readiness to engage in a treatment programme
5. manage challenging, abusive, aggressive or chaotic behaviour
6. assess the risks to the individual which may result from substance misuse and/or co-existent problems
7. identify appropriate persons who can provide support when there are any problems with the assessment
8. demonstrate how to involve adults with parental responsibility in the assessment and referral of children and young people
9. demonstrate how to take account of a child or young persons age and maturity when involving them in assessment
10. describe the principles of the relevant legislation.

Outcome 3 Be able to assess individuals' needs and appropriate Interventions

The learner can:
1. present possible interventions to the individual in a positive manner and review the advantages and disadvantages with them
2. agree an appropriate course of action with the individual according to the type of intervention required
3. demonstrate how to achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care
4. justify the choice of intervention according to locally agreed criteria
5. describe how to ensure consistency of approach with other members of the substance misuse team.

Outcome 4   Be able to make referrals to substance misuse services

The learner can:

1. explain the importance of referring individuals to the appropriate service with the required degree of urgency
2. plan arrangements for the referral with the individual and facilitate their contact with the service
3. make referrals and share information with services in line with local protocols
4. obtain feedback from the service to evaluate and refine referral practices
5. record details of the assessment and resulting actions.

Unit 4222-612 Carry out comprehensive substance misuse assessment (ASM12)

Level: 3
Credit value: 5
UAN: K/501/0587

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 outcomes

There are **six** learning outcomes to this unit. The learner will:
1. Understand the signs and implications of a range of substance misuse related problems
2. Understand the range of substance misuse services and interventions
3. Be able to prepare for comprehensive substance misuse assessment
4. Be able to assess possible risks to the individual
5. Be able to assess individuals' substance misuse and related problems
6. Be able to follow up the assessment process

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Health/DANOS national occupational standard:

AF3 Carry out comprehensive substance misuse assessment. This also appears in Health and Social Care Standards as HSC340.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

Unit 4222-612 Carry out comprehensive substance misuse assessment (ASM12)

Assessment Criteria

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

The learner can:
1. describe the different substances which individuals might use, how they are used and their likely effects
2. identify challenges often associated with substance misuse e.g. significant psychiatric and or physical co-morbidity, children at risk, social problems, legal problems
3. explain ways of keeping knowledge about substances and indications of substance misuse up to date
4. describe the jargon used by substance misusers in the locality.

Outcome 2 Understand the range of substance misuse services and interventions

The learner can:
1. describe the range of treatment interventions and assessment services available in the locality
2. describe the eligibility criteria and protocols for accessing services in the locality
3. explain how to respond to individuals who do not want to be referred to other services.

Outcome 3 Be able to prepare for comprehensive substance misuse assessment

The learner can:
1. obtain information on individuals from previous assessments carried out by other services in line with protocols
2. establish any particular needs of the individual which will need to be taken into account during the assessment
3. fully and accurately record arrangements for the assessment in line with the organisation's procedures.

Outcome 4 Be able to assess possible risks to the individual

The learner can:
1. demonstrate how to assess the risk to individuals from their substance misuse and/or co-existent problems
2. explain the importance of regularly reviewing risk assessments
3. demonstrate that the risk assessment takes account of the individual's needs and the legal duty of care to the individual and others.

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

The learner can:

1. involve the individual in the assessment as far as possible, according to their capability
2. assess the nature of the individual's substance misuse problems and other problems
3. assess the individual's understanding of services available and readiness to engage in a treatment programme
4. conduct the assessment in line with locally agreed criteria and using standardised documentation
5. manage challenging, abusive, aggressive or chaotic behaviour
6. seek clear conclusions from the assessment to inform the development of a comprehensive care plan
7. explain how to involve adults with parental responsibility in the assessment and referral of children and young people
8. describe how to take account of a child or young person's age and maturity when involving them in assessment
9. describe the principles of the relevant legislation.

Outcome 6 Be able to follow up the assessment process

The learner can:

1. keep accurate, legible and complete records of the assessment
2. continue assessment at appropriate intervals once the individual has commenced a care plan
3. provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions
4. ensure consistency of approach with other members of the substance misuse service team.

Unit 4222-613 Assist with the transfer of individuals who misuse substances between agencies and services (ASM15)

Level: 3
Credit value: 1
UAN: D/601/0676

Unit aim

This unit is aimed at those who make arrangements to transfer individuals between agencies and services; it includes circumstances where someone may be referred either into or out of a service as well as circumstances where someone is referred within an agency.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how legislation and organisational policies impact on the transfer of individuals between agencies and service
2. Be able to apply agency and service procedures correctly in preparing people for and supervising them during transfer from one service to another
3. Be able to respect the rights of the individual and value diversity
4. Be able to use communication skills effectively in working with individuals and the agencies and services to which they are being transferred

Guided learning hours

It is recommended that **6** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Health/DANOS national occupational standard:

AG3 Assist with the transfer of individuals between agencies and services. The Unit also appears in the Health and Social Care Standards HSC386.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills-based element within the unit must be assessed within the workplace or using workplace evidence.

Unit 4222-613   Assist with the transfer of individuals who misuse substances between agencies and services (ASM15)

Assessment Criteria

Outcome 1   Understand how legislation and organisational policies impact on the transfer of individuals between agencies and service

The learner can:
1. list legislation that impacts on arrangements for referring or transferring individuals between services
2. identify how organisational policies influence transfer arrangements.

Outcome 2   Be able to apply agency and service procedures correctly in preparing people for and supervising them during transfer from one service to another

The learner can:
1. obtain and utilise the necessary information about transfer arrangements
2. describe what information should be provided to meet the needs of individuals and others
3. prepare an individual for transfer in accordance with agency and service procedures
4. describe the roles and responsibilities of those involved in the transfer
5. identify the agencies requirements for support and monitoring of individuals
6. complete accurate records, store them as required and in accordance with confidentiality policies
7. plan arrangements necessary in order to monitor and review the individual's adjustment to change.

Outcome 3   Be able to respect the rights of the individual and value diversity

The learner can:
1. identify the support and assistance which individuals will need to help them make the transfer
2. show how an individuals culture and gender influence practice in preparing them for and supervising transfer arrangements
3. demonstrate how principles of equality, diversity and anti-discriminatory practice have been considered and applied in the course of a transfer
4. demonstrate how individuals and relevant people can be encouraged to seek information and express their views during the process of preparing for a transfer.

Outcome 4 **Be able to use communication skills effectively in working with individuals and the agencies and services to which they are being transferred**

The learner can:

1. explain the arrangements and reasons for a transfer clearly to individuals and others who might be involved
2. provide clear and accurate information about the support that will be provided and how people should seek further support should they need it
3. demonstrate how to provide support to individuals including situations where they may be distressed, anxious or angry
4. identify any disagreements that arise and negotiate with those involved
5. demonstrate how communication should be adapted to meet the needs of individuals and the requirements of different agencies.

Unit 4222-614 Support individuals through detoxification programmes (ASM18)

Level: 3
Credit value: 3
UAN: K/501/0590

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 outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand how assessments should be undertaken
2. Be able to introduce individuals to detoxification programmes
3. Be able to develop and review detoxification treatment and care plans
4. Be able to manage closure of individuals' detoxification programmes

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Health/DANOS national occupational standard:

AH7 Support individuals through detoxification programmes

The original AH7 appears in the Health and Social Care Standards as HSC381 Support individuals through detoxification programmes.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

Unit 4222-614   Support individuals through detoxification programmes (ASM18)

Assessment Criteria

Outcome 1   Understand how assessments should be undertaken

The learner can:

1. explain how requests for assessment should be prioritised in line with an organisation's criteria
2. describe how to arrange for a comprehensive substance review and risk assessment
3. describe how individuals may be involved in the assessment of their needs
4. explain how individual motivation and readiness to engage in a treatment programme are assessed
5. explain how information obtained during an assessment should be passed to another organisation in line with local protocols
6. explain why it is important to assess and review risk to individuals and others from substance misuse on a regular basis.

Outcome 2   Be able to introduce individuals to detoxification programmes

The learner can:

1. implement the locally agreed criteria for admission of individuals to a detoxification programme
2. explain what should be taken into account to establish the correct level of urgency for admission to a detoxification programme
3. demonstrate the advice and information that should be provided to individuals prior to a detoxification programme
4. describe what a 'contract of care' includes and the respective responsibilities of the individual and the service during a detoxification programme
5. demonstrate ways in which significant others and carers may become involved in an individual's detoxification programme.

Outcome 3   Be able to develop and review detoxification treatment and care plans

The learner can:

1. demonstrate how to co-ordinate detoxification treatment within a care plan which involves the individual and members of other service teams as appropriate
2. show how to review expectations and plans with individuals who are not yet able to complete the detoxification programme
3. review assessments at appropriate intervals once an individual has commenced a programme of care
4. describe the evidence base for the likely outcomes of detoxification programmes.

Outcome 4   Be able to manage closure of individuals' detoxification programmes

The learner can:

1. arrange a discharge planning meeting with members from other service providers in order to formalise an ongoing care plan
2. establish active co-ordination between detoxification and rehabilitative services after discharge
3. complete case closure information promptly and accurately for individuals who have achieved abstinence and left the programme.

Unit 4222-615 Develop and sustain effective working relationships with staff in other agencies (ASM24)

Level: 3
Credit value: 4
UAN: R/601/3526

Unit aim

This unit is about sustaining and developing working relationships with staff in other organisations. Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand the context of working in partnership
2. Be able to develop effective working relationships with staff in other agencies
3. Be able to sustain effective working relationships

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Justice National Occupational Standard: F403 Develop and sustain effective working relationships with staff in other agencies.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.

Unit 4222-615 Develop and sustain effective working relationships with staff in other agencies (ASM24)

Assessment Criteria

Outcome 1 Understand the context of working in partnership

The learner can:
1. identify the nature, roles and functions, policies and procedures of principal agencies
2. identify structures, function, and methods of communication and decision making
3. identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements
4. identify the effect agency structure and culture may have upon the policy and practice of joint working
5. identify the effect of agency culture and structure upon policy and practice of working in partnership
6. explain the principles and benefits of working in partnership.

Outcome 2 Be able to develop effective working relationships with staff in other agencies

The learner can:
1. develop clear action plans for joint work which clarify roles and responsibilities of the respective parties
2. reach agreements about roles and responsibilities and arrangements for decision making
3. apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies
4. confirm arrangements for joint work which are
   * appropriate to the nature and purpose of the work
   * likely to be effective in establishing and maintaining relationships
   * respect confidentiality while balancing risks of sharing or not sharing information
5. identify effective methods to monitor and review the progress of joint work
6. obtain advice and support promptly when team discussion and supervision are appropriate
7. complete records accurately and clearly and store them according to agency requirements
8. communicate information to people who are authorised to have it.

Outcome 3 Be able to sustain effective working relationships

The learner can:
1. identify the benefits and advantages of joint working and use these to develop own practice
2. identify factors which might hinder joint working
3. explain methods of identifying and resolving conflict within and between agencies and between individuals
4. demonstrate methods of assessing the effectiveness of joint working relationships
5. explain and defend the views of your agency and its policies
6. contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved
7. complete records accurately and clearly and store them according to agency requirements
8. communicate information to people who are authorised to have it.

Unit 4222-616 Administer medication to individuals, and monitor the effects (ASM34)

Level: 3
Credit value: 5
UAN: Y/501/0598

Unit aim

This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Understand legislation, policy and procedures relevant to administration of medication
2. Know about common types of medication and their use
3. Understand procedures and techniques for the administration of medication
4. Be able to prepare for the administration of medication
5. Be able to administer and monitor individuals' medication

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Health/DANOS national occupational standard:
AH2 Prepare for, and administer medication to individuals, and monitor the effects
This also appears in Health and Social Care Standards as HSC 375.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

Unit 4222-616 Administer medication to individuals, and monitor the effects (ASM34)

Assessment Criteria

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

The learner can:

1. Identify current legislation, guidelines policies and protocols relevant to the administration of medication.

Outcome 2 Know about common types of medication and their use

The learner can:

1. describe common types of medication including their effects and potential side effects
2. identify medication which demands the measurement of specific physiological measurements
3. describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required
4. explain the different routes of medicine administration.

Outcome 3 Understand procedures and techniques for the administration of medication

The learner can:

1. explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes
2. identify the required information from prescriptions / medication administration charts.

Outcome 4 Be able to prepare for the administration of medication

The learner can:

1. apply standard precautions for infection control
2. explain the appropriate timing of medication eg check that the individual has not taken any medication recently
3. obtain the individuals 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. select, check and prepare correctly the medication according to the medication administration record or medication information leaflet.

Outcome 5 Be able to administer and monitor individuals' medication

The learner can:

1. select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary

2. safely administer the medication:
   - in line with legislation and local policies
   - in a way which minimises pain, discomfort and trauma to the individual

3. describe how to report any immediate problems with the administration

4. monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay

5. explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others

6. maintain the security of medication and related records throughout the process and return them to the correct place for storage

7. describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements

Unit 4222-617 Supply and exchange injecting equipment for individuals (ASM35)

Level: 3
Credit value: 3
UAN: D/501/0599

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 outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand policy and procedures for the supply and exchange of injecting equipment
2. Be able to conduct initial assessment of substance users and provide relevant advice
3. Be able to supply and exchange injecting equipment

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Health/DANOS national occupational standard:

AH3 Supply and exchange injecting equipment for individuals
This also appears in Health and Social Care Standards as HSC380.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

Unit 4222-617 Supply and exchange injecting equipment for individuals (ASM35)

Assessment Criteria

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

The learner can:

1. describe organisational policies and procedures for supply and exchange of injecting equipment
2. explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties
3. identify the potential benefits of brief interventions with substance users
4. describe the range of behaviours that can be expected from substance users, and how to deal with these
5. describe how to recognise and deal with immediate risk of danger to individuals who have used substances
6. describe the potential blood borne viruses
7. explain what to do in the event of a needle stick injury occurring
8. describe the range of substance misuse services available in the locality
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.

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

The learner can:

1. establish whether the individual is injecting and the frequency of injecting
2. conduct a health assessment with the individual (e.g. noting skin conditions, abscesses, injecting sites)
3. provide relevant and timely advice eg
   - safe or safer injecting techniques and sites
   - harm minimisation
   - primary health
   - safer sex
4. provide advice and resources for safe storage and disposal of injecting equipment
5. refer individuals to other services according to identified need
6. liaise with providers of other services in line with policies and protocol.

Outcome 3   Be able to supply and exchange injecting equipment

The learner can:
1. demonstrate that:
    • adequate stocks of injecting equipment are maintained
    • injecting equipment is stored safely and securely
2. dispense injecting equipment to individuals in line with the assessment of their needs
3. demonstrate safe handling of dispensed and returned injecting equipment
4. carry out the exchange process discreetly to maintain confidentiality
5. describe how to deal with any spillages and discarded needles and syringes using the appropriate materials
6. maintain records of:
    • injecting equipment supply and exchange in line with organisational procedures
    • the needle exchange service.

Unit 4222-366 Understand and meet the nutritional requirements of individuals with dementia (DEM 302)

Level: 3
Credit value: 3
UAN: T/601/9187

Unit aim

This unit is about understanding that individuals may have specific nutritional needs because of their experience of dementia. Learners will develop their knowledge and skills in meeting these nutritional requirements and be able to provide evidence of their competence to enable individuals with dementia to eat and drink well.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the nutritional needs that are unique to individuals with dementia
2. Understand the effect that mealtime environments can have on an individual with dementia
3. Be able to support an individual with dementia to enjoy good nutrition

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 213, HSC 214, HSC 21, 31, 41, 24, 35, 45.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Learning outcome 3 needs to be assessed in the workplace environment.

Unit 4222-366 Understand and meet the nutritional requirements of individuals with dementia (DEM 302)

Assessment Criteria

Outcome 1 Understand the nutritional needs that are unique to individuals with dementia

The learner can:

1. describe how cognitive, functional and emotional changes associated with dementia can affect eating, drinking and nutrition
2. explain how poor nutrition can contribute to an individual's experience of dementia.
3. outline how other health and emotional conditions may affect the nutritional needs of an **individual** with dementia
4. explain the importance of recognising and meeting an individual's personal and cultural preferences for food and drink
5. explain why it is important to include a variety of food and drink in the diet of an individual with dementia

Outcome 2 Understand the effect that mealtime environments can have on an individual with dementia

The learner can:

1. describe how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia
2. describe how mealtime environments and food presentation can be designed to help an individual to eat and drink
3. describe how a **person centred approach** can support an individual, with dementia at different levels of ability, to eat and drink

Outcome 3 Be able to support an individual with dementia to enjoy good nutrition

The learner can:

1. demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences
2. demonstrate how **meal times** for an individual with dementia are planned to support his/her ability to eat and drink
3. demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed
4. demonstrate how a person centred approach to meeting nutritional requirements has improved the **well-being** of an individual with dementia

Unit 4222-366 Understand and meet the nutritional requirements of individuals with dementia (DEM 302)

Additional guidance

- An **individual** is someone requiring care or support
- **Person-centred approach**: This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences
- **Meal times** may include:
  - Meal planning
  - Food shopping
  - Food preparation
  - Pre- and post-meal activities
  - Dining
  - Snacking
- **Well-being** may include:
  - Appropriate weight gain/loss
  - Improved sleep patterns
  - Reduced confusion
  - Improved physical health
  - Improved emotional state
  - Reduced infections
  - Reduced constipation

Unit 4222-367 Enable rights and choices of individuals with dementia whilst minimising risks (DEM 304)

Level: 3
Credit value: 4
UAN: A/601/9191

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 outcomes

There are **four** learning outcomes to this unit. 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
2. Be able to maximise the rights and choices of individuals with dementia
3. Be able to involve carers and others in supporting individuals with dementia
4. Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 21, 31, 41, 24, 35, 45.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development's QCF assessment principles.

Unit 4222-367   Enable rights and choices of individuals with dementia whilst minimising risks (DEM 304)

Assessment Criteria

Outcome 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

The learner can:

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
2. evaluate agreed ways of working that relate to rights and choices of an individual with dementia
3. explain how and when personal information may be shared with **carers and others**, taking into account legislative frameworks and agreed ways of working

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

The learner can:

1. demonstrate that the **best interests** of an individual with dementia are considered when planning and delivering care and support
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
3. explain why it is important not to assume that an individual with dementia cannot make their own decisions
4. describe how the ability of an individual with dementia to make decisions may fluctuate

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

The learner can:

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
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. describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution

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

The learner can:

1. describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia
2. demonstrate that **key physical aspects** of the environment are enabling care workers to show respect and dignity for an individual with dementia
3. demonstrate that **key social aspects** of the environment are enabling care workers to show respect and dignity for an individual with dementia

Unit 4222-367 Enable rights and choices of individuals with dementia whilst minimising risks (DEM 304)

Additional guidance

- **Key legislation** may include:
  - Human Rights Act 1998
  - Mental Capacity Act 2005
  - Adults with Incapacity (Scotland) Act 2000
  - Mental Health Act 2007
  - The Disability Discrimination Act 1995
  - Safeguarding Vulnerable Groups Act 2006
  - Carers (Equal opportunities) Act 2004
- **Agreed ways of working** may include policies and procedures where these exist; they may be less formally documented with micro-employers
- An **individual** is someone requiring care or support
- **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
- **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
- **Key physical and social aspects** may include:
  Physical:
  - Signage
  - Colour
  - Furniture
  - Flooring
  - Technology

- o Room layout
- o Storage
- o Space for personal belongings

Social:
- o Communication skills
- o Positive approach
- o Relationship centred approach
- o Professional boundaries
- o Abilities focus
- o Whole team approach

Unit 4222-371 Understand and enable positive interaction and communication with individuals who have dementia (DEM 312)

Level: 3

Credit value: 4

UAN: Y/601/4693

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 outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the factors that can affect interactions and communication of individuals with dementia
2. Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques
3. Be able to communicate positively with an individual who has dementia by valuing their individuality
4. Be able to use positive interaction approaches with individuals with dementia

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 21, 31, 41, 24, 35, 45.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment

Unit 4222-371 Understand and enable positive interaction and communication with individuals who have dementia (DEM 312)

Assessment Criteria

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

The learner can:

1. explain how different forms of dementia may affect the way an individual communicates
2. explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia
3. describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment
4. describe the impact the behaviours of **carers** and **others** may have on an individual with dementia

Outcome 2   Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques

The learner can:

1. demonstrate how to use different communication techniques with an individual who has dementia
2. show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia
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**

Outcome 3   Be able to communicate positively with an individual who has dementia by valuing their individuality

The learner can:

1. show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan
2. demonstrate how the individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness

Outcome 4   Be able to use positive interaction approaches with individuals with dementia

The learner can:

1. explain the difference between a **reality orientation** approach to interactions and a **validation approach**
2. demonstrate a positive interaction with an individual who has dementia
3. demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia
4. demonstrate how to use aspects of the **social environment** to enable positive interactions with individuals with dementia
5. demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia.

Unit 4222-371 Understand and enable positive interaction and communication with individuals who have dementia (DEM 312)

Additional guidance

- **Carers** may include:
  - Partner
  - Family
  - Friends
  - Neighbours
- **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
- **Social environment** can provide interactions which create stimulation and enjoyment e.g.
  - 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.
- **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
- **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.

Unit 4222-372 Equality, diversity and inclusion in dementia care practice (DEM 313)

Level: 3
Credit value: 4
UAN: F/601/4686

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 outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand that each individual's experience of dementia is unique
2. Understand the importance of diversity, equality and inclusion in dementia care and support
3. Be able to work in a person centred manner to ensure inclusivity of the individual with dementia
4. Be able to work with others to encourage support for diversity and equality

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 21, 31, 41, 24, 35, 45.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles
Learning outcomes 3 and 4 must be assessed in a real work environment

Unit 4222-372 Equality, diversity and inclusion in dementia care practice (DEM 313)

Assessment Criteria

Outcome 1 Understand that each individual's experience of dementia is unique

The learner can:

1. explain why it is important to recognise and respect an **individual's heritage**
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
3. describe how the experience of dementia may be different for individuals
    a. who have a learning disability
    b. who are from different ethnic backgrounds
    c. who are at the end of life
4. describe how the experience of an individual's dementia may impact on **carers.**

Outcome 2 Understand the importance of diversity, equality and inclusion in dementia care and support

The learner can:

1. describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support
2. describe the ways in which an individual with dementia may be subjected to discrimination and oppression
3. explain the potential impact of discrimination on an individual with dementia
4. analyse how diversity, equality and inclusion are addressed in dementia care and support.

Outcome 3 Be able to work in a person centred manner to ensure inclusivity of the individual with dementia

The learner can:

1. demonstrate how to identify an individual's uniqueness
2. demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion
3. demonstrate practical ways of helping an individual with dementia to maintain their dignity
4. demonstrate how to engage and include an individual with dementia in daily life.

Outcome 4 Be able to work with others to encourage support for diversity and equality

The learner can:

1. work with **others** to promote diversity and equality for individuals with dementia
2. demonstrate how to share the individual's preferences and interests with **others**
3. explain how to challenge discrimination and oppressive practice of **others** when working with an individual with dementia.

Unit 4222-372 Equality, diversity and inclusion in dementia care practice (DEM 313)

Additional guidance

- An **individual** is someone requiring care or support
- **Heritage**. This refers to an individual's culture, history and personal experiences and is unique to them
- **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

Unit 4222-212 Provide support to manage pain and discomfort (HSC 2003)

Level: 2
Credit value: 2
UAN: K/601/9025

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 to provide support for managing pain and discomfort.

It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand approaches to managing pain and discomfort
2. Be able to assist in minimising individuals' pain or discomfort
3. Be able to monitor, record and report on the management of individuals' pain or discomfort

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 216 and CHS 6.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2 and 3 must be assessed in a real work situation.

Unit 4222-212 Provide support to manage pain and discomfort (HSC 2003)

Assessment Criteria

Outcome 1 Understand approaches to managing pain and discomfort

The learner can:

1. explain the importance of a holistic approach to managing pain and discomfort
2. describe different approaches to alleviate pain and minimise discomfort
3. outline **agreed ways of working** that relate to managing pain and discomfort.

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

The learner can:

1. describe how pain and discomfort may affect an **individual's** wellbeing and communication
2. encourage an individual to express feelings of discomfort or pain
3. encourage an individual to use self-help methods of pain control
4. assist an individual to be positioned safely and comfortably
5. carry out agreed measures to alleviate pain and discomfort.

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

The learner can:

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

Unit 4222-212 Provide support to manage pain and discomfort (HSC 2003)

Additional guidance

- An **individual** is someone requiring care or support
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-226 Gain access to the homes of individuals, deal with emergencies and ensure security on departure (HSC 2019)

Level: 2

Credit value: 2

UAN: R/601/7902

Unit aim

This unit is aimed at those who support individuals to live in their own home. It provides the learner with the knowledge and skills required to gain access to an individual's home, deal with emergencies and ensure security on departure.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to identify agreed ways to gain entry to and leave individuals' homes
2. Be able to gain entry to individuals' homes
3. Be able to take appropriate action when unable to gain entry to individuals' homes
4. Be able to deal with emergencies encountered after gaining entry
5. Be able to ensure security when leaving individuals' homes
6. Be able to review procedures for entering and leaving individuals' homes

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 229.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

All learning outcomes must be assessed in a real work environment.

Unit 4222-226 Gain access to the homes of individuals, deal with emergencies and ensure security on departure (HSC 2019)

Assessment Criteria

Outcome 1   Be able to identify agreed ways to gain entry to and leave individuals' homes

The learner can:
1. access information about general requirements for entering and leaving individuals' homes
2. identify special **requirements** and individual preferences for entering and leaving an individual's home.

Outcome 2   Be able to gain entry to individuals' homes

The learner can:
1. inform the individual and **others** about a planned visit
2. identify self on arrival by agreed means
3. gain entry to the individual's home in agreed ways.

Outcome 3   Be able to take appropriate action when unable to gain entry to individuals' homes

The learner can:
1. find out possible **reasons** for being unable to gain entry, using **agreed ways of working**
2. agree with others what steps to take if entry cannot be gained after further efforts
3. record and report on actions taken when unable to access an individual's home
4. explain why it is important to record and report on difficulties with access.

Outcome 4   Be able to deal with emergencies encountered after gaining entry

The learner can:
1. describe emergencies that may be encountered when gaining entry to an individual's home
2. deal with an emergency encountered after gaining entry, using agreed ways of working
3. record and report on an emergency encountered after gaining entry, and how the emergency has been addressed.

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

The learner can:
1. implement general and specific requirements about leaving an individual's home
2. ensure that an individual's home is secure when leaving the premises.

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

The learner can:

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

Unit 4222-226 Gain access to the homes of individuals, deal with emergencies and ensure security on departure (HSC 2019)

Additional guidance

- An **individual** is someone requiring care or support.
- **General and specific requirements** may include
  - How, when and who to notify of visit
  - Means of identification on arrival
  - Use of entry systems
  - Ways of ensuring security on departure
- **Others** are those who share responsibility for the worker providing care or support in the individual's home.
- **Reasons** for being unable to access homes may include
  - individual not aware of visit
  - individual likely to be out
  - individual unwilling to allow access
  - individual unable to allow access because of accident or illness
  - power failure of security systems
  - incorrect information supplied to worker
  - keys lost or stolen
  - security or other risk to individual or worker.
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-229   Undertake agreed pressure area care (HSC 2024)

Level: 2
Credit value: 4
UAN: T/601/8721

Unit aim

This unit is aimed at health and social care staff 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 outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the anatomy and physiology of the skin in relation to pressure area care
2. Understand good practice in relation to own role when undertaking pressure area care
3. Be able to follow the agreed care plan
4. Understand the use of materials, equipment and resources that are available when undertaking pressure area care
5. Be able to prepare to undertake pressure area care
6. Be able to undertake pressure area care

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS5

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with the Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 3, 5 and 6 must be assessed in a real work environment.

Unit 4222-229 Undertake agreed pressure area care (HSC 2024)

Assessment Criteria

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

The learner can:

1. describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores
2. identify pressure sites of the body
3. identify factors which might put an individual at risk of skin breakdown and pressure sores
4. describe how incorrect handling and moving techniques can damage the skin
5. identify a range of interventions that can reduce the risk of skin breakdown and pressure sores
6. describe changes to an individual's skin condition that should be reported.

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

The learner can:

1. identify legislation and national guidelines affecting pressure area care
2. describe **agreed ways of working** relating to pressure area care
3. describe why team working is important in relation to providing pressure area care.

Outcome 3 Be able to follow the agreed care plan

The learner can:

1. describe why it is important to follow the agreed care plan
2. ensure the agreed care plan has been checked prior to undertaking the pressure area care
3. identify any concerns with the agreed care plan prior to undertaking the pressure area care
4. describe actions to take where any concerns with the agreed care plan are noted
5. identify the pressure area risk assessment tools which are used in own work area
6. explain why it is important to use risk assessment tools.

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

The learner can:

1. identify a range of aids or equipment used to relieve pressure
2. describe safe use of aids and equipment.
3. identify where up-to-date information and support can be obtained about:
   - Materials
   - Equipment
   - Resources.

Outcome 5 Be able to prepare to undertake pressure area care

The learner can:

1. prepare equipment and environment in accordance with health and safety guidelines
2. obtain valid consent for the pressure area care.

Outcome 6   Be able to undertake pressure area care

The learner can:

1. carry out pressure area care procedure in a way that:
   - respects the individual's dignity and privacy
   - maintains safety
   - ensures the individual's comfort
   - promotes active participation
   - promotes partnership working
2. apply standard precautions for infection prevention and control
3. carry out the pressure area care procedure without obstruction from bedding and clothing
4. move an individual using approved techniques and in accordance with the agreed care plan
5. use pressure relieving aids in accordance with the care plan and any safety instructions
6. communicate effectively with the individual throughout the intervention
7. complete all records and documentation accurately and legibly.

Unit 4222-229 Undertake agreed pressure area care (HSC 2024)

Additional guidance

- **Agreed ways of working** includes policies and procedures where these exist.
- **Valid consent** must be in line with agreed UK country definition.
- **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 4222-232 Move and position individuals in accordance with their plan of care (HSC 2028)

Level: 2
Credit value: 4
UAN: J/601/8027

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 outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand anatomy and physiology in relation to moving and positioning individuals
2. Understand legislation and agreed ways of working when moving and positioning individuals
3. Be able to minimise risk before moving and positioning individuals
4. Be able to prepare individuals before moving and positioning
5. Be able to move and position an individual
6. Know when to seek advice from and/or involve others when moving and positioning an individual

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS6.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Unit 4222-232   Move and position individuals in accordance with their plan of care (HSC 2028)

Assessment Criteria

Outcome 1   Understand anatomy and physiology in relation to moving and positioning individuals

The learner can:
1. outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals
2. describe the impact of specific conditions on the correct movement and positioning of an individual.

Outcome 2   Understand legislation and agreed ways of working when moving and positioning individuals

The learner can:
1. describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals
2. describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this.

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

The learner can:
1. access up-to-date copies of risk assessment documentation
2. carry out preparatory checks using:
   - the individual's care plan
   - the moving and handling risk assessment
3. identify any immediate risks to the individual
4. describe actions to take in relation to identified risks
5. describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment
6. prepare the immediate environment ensuring
   - adequate space for the move in agreement with all concerned
   - that potential hazards are removed
7. apply standard precautions for infection prevention and control.

Outcome 4   Be able to prepare individuals before moving and positioning

The learner can:
1. demonstrate effective communication with the individual to ensure that they
   - understand the details and reasons for the action/activity being undertaken
   - agree the level of support required
2. obtain **valid consent** for the planned activity.

Outcome 5   Be able to move and position an individual

The learner can:

1. follow the care plan to ensure that the individual is positioned
    - using the agreed technique
    - in a way that will avoid causing undue pain or discomfort
2. demonstrate effective communication with any others involved in the manoeuvre
3. describe the aids and equipment that may be used for moving and positioning
4. use equipment to maintain the individual in the appropriate position
5. encourage the individual's **active participation** in the manoeuvre
6. monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction
7. demonstrate how to report and record the activity noting when the next positioning manoeuvre is due.

Outcome 6   Know when to seek advice from and/or involve others when moving and positioning an individual

The learner can:

1. describe when advice and/or assistance should be sought to move or handle an individual safely
2. describe what sources of information are available about moving and positioning individuals.

Unit 4222-232   Move and position individuals in accordance with their plan of care (HSC 2028)

Additional guidance

- **Agreed ways of working** will include policies and procedures and guidelines where these exist.
- **Valid consent** must be in line with agreed UK country definition.
- **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 4222-309 Contribute to raising awareness of health issues (HSC 3001)

Level: 3
Credit value: 4
UAN: T/601/9027

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 outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand factors affecting awareness-raising activities about health issues
2. Be able to recognise the need for raising awareness of health issues
3. Be able to assist in planning activities to raise awareness of health issues
4. Be able to contribute to implementing activities for raising awareness of health issues
5. Be able to review the effectiveness of activities to raise awareness of health issues

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 3103.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit 4222-309 Contribute to raising awareness of health issues (HSC 3001)

Assessment Criteria

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

The learner can:
1. analyse reasons why it may be necessary to raise awareness of **health issues**
2. compare the roles of agencies and **others** who may be involved in raising awareness of health issues
3. describe factors to consider when planning awareness-raising activities.

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

The learner can:
1. access information and support about health issues and approaches to raising awareness
2. identify with others any health issues affecting **individuals** about which awareness needs to be raised
3. review with others the demand for and interest in raising awareness of a particular health issue.

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

The learner can:
1. contribute to agreeing roles and responsibilities within a team planning awareness-raising activities
2. work with the team to **plan** a set of **activities** to raise awareness about a health issue.

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

The learner can:
1. carry out agreed role to implement activities
2. demonstrate communication that promotes effective team work while the plan is implemented
3. encourage individuals and others to give feedback about awareness-raising activities.

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

The learner can:
1. work with others to agree processes and criteria for reviewing the programme of activities
2. collate and present **information** about the activities
3. work with others to review the effectiveness of the programme
4. make recommendations for changes to awareness-raising activities.

Unit 4222-309   Contribute to raising awareness of health issues (HSC 3001)

Additional guidance

- **Health issues** may include:
  - Specific health needs
  - Actions or behaviours that may put health or development at risk
- **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
- An **individual** is someone requiring care or support
- 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
- **Activities** may include:
  - Consultations
  - Interviews
  - Questionnaires
  - Presentations
  - Displays/posters
  - Discussion groups
  - Self-analysis checklists
- **Information** may include information about:
  - Processes
  - Outcomes
  - Impact on target audience
  - Cost effectiveness.

Unit 4222-310   Provide support to continue recommended therapies (HSC 3002)

Level: **3**

Credit value: **3**

UAN: **A/601/9028**

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the importance of supporting individuals to continue recommended therapies
2. Be able to encourage individuals to complete activities recommended by therapists
3. Be able to provide support to continue recommended therapy
4. Be able to observe, record and report on observations during recommended therapy
5. Be able to contribute to evaluation and review of recommended therapies

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC352.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Unit 4222-310 Provide support to continue recommended therapies (HSC 3002)

Assessment Criteria

Outcome 1 Understand the importance of supporting individuals to continue recommended therapies

The learner can:

1. analyse the potential benefits of recommended **therapies** to an **individual's** health and wellbeing
2. describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation.

Outcome 2 Be able to encourage individuals to complete activities recommended by therapists

The learner can:

1. establish agreement on an individual's needs and preferences about continuing a recommended therapy
2. provide opportunities for an individual to access information about the benefits of continuing the recommended therapy
3. describe how to overcome an individual's fears or concerns about continuing the recommended therapy.

Outcome 3 Be able to provide support to continue recommended therapy

The learner can:

1. clarify with the therapist the **information** needed before providing support for the therapy
2. promote **active participation** during therapy
3. **address difficulties** encountered during therapy
4. provide constructive feedback and encouragement to the individual during therapy.

Outcome 4 Be able to observe, record and report on observations during recommended therapy

The learner can:

1. establish with the individual and **others** what observations need to be made during therapy sessions
2. carry out agreed observations
3. record agreed observations as required
4. report on the findings of observations to individuals and others.

Outcome 5 Be able to contribute to evaluation and review of recommended therapies

The learner can:

1. work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
2. carry out agreed role to support the evaluation, using observations and feedback from the individual and others
3. agree changes to therapy sessions or the support provided.

Unit 4222-310 Provide support to continue recommended therapies (HSC 3002)

Additional guidance

- **Therapies** may include:
  - occupational therapy
  - physiotherapy
  - hydrotherapy
  - aromatherapy
- An **individual** is someone requiring care or support
- **Information** may include:
  - intended outcomes of the therapy
  - activities needed to continue the therapy
  - learner's role and responsibilities
  - how to set up the environment and use equipment and materials
  - most effective ways of supporting an individual
- **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.
- Ways to **address difficulties** may include
  - making adjustments to the level or type of support provided
  - stopping therapy activities if individual is in pain or distress
  - seeking additional support from therapists and others when problems and difficulties are beyond own competence
- **Others** may include:
  - family
  - friends
  - advocates
  - specialist therapists
  - others who are important to the individual's well-being.

Unit 4222-311 Provide support to maintain and develop skills for everyday life (HSC 3003)

Level: 3
Credit value: 4
UAN: L/601/8028

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 outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand the context of supporting skills for everyday life
2. Be able to support individuals to plan for maintaining and developing skills for everyday life
3. Be able to support individuals to retain, regain or develop skills for everyday life
4. Be able to evaluate support for developing or maintaining skills for everyday life

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC344.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 4222-311 Provide support to maintain and develop skills for everyday life (HSC 3003)

Assessment Criteria

Outcome 1   Understand the context of supporting skills for everyday life

The learner can:
1. compare methods for developing and maintaining skills for everyday life
2. analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life
3. explain how maintaining, regaining or developing skills can benefit individuals.

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

The learner can:
1. work with an individual and **others** to identify skills for everyday life that need to be supported
2. agree with the individual a **plan** for developing or maintaining the skills identified
3. analyse possible sources of conflict that may arise when planning and ways to resolve them
4. support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it.

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

The learner can:
1. provide agreed support to develop or maintain skills, in a way that promotes **active participation**
2. give positive and constructive feedback to the individual during activities to develop or maintain their skills
3. describe actions to take if an individual becomes distressed or unable to continue.

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

The learner can:
1. work with an individual and others to agree criteria and processes for evaluating support
2. carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
3. agree revisions to the plan
4. record and report in line with **agreed ways of working**.

Unit 4222-311 Provide support to maintain and develop skills for everyday life (HSC 3003)

Additional guidance

- An **individual** is someone requiring care or support
- **Others** may include:
  - o Family
  - o Advocates
  - o Team members
  - o Line Manager
  - o Specialists
  - o Others who are important to the individual's well-being
- The **plan** may include:
  - o Goals (short, medium and long term)
  - o The type and level of support needed to achieve goals
  - o Roles and responsibilities
  - o Ways to address any associated risks
  - o Ways to monitor the plan
- **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
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-312 Facilitate learning and development activities to meet individual needs and preferences (HSC 3004)

Level: 3
Credit value: 5
UAN: L/601/8644

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 outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the role of learning and development activities in meeting individual needs
2. Be able to identify learning and development activities to meet individual needs and preferences
3. Be able to plan learning and development activities with individuals
4. Be able to prepare for learning and development activities
5. Be able to facilitate learning and development activities with individuals
6. Be able to evaluate and review learning and development activities

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC351.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Unit 4222-312 Facilitate learning and development activities to meet individual needs and preferences (HSC 3004)

Assessment Criteria

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

The learner can:

1. describe the benefits to **individuals** of engaging in learning or development activities
2. analyse the purpose of a range of learning or development activities in which individuals may participate
3. explain how individual needs and preferences may influence how learning and development activities are accessed or delivered.

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

The learner can:

1. support the individual to communicate their goals, needs and preferences about learning or development activities
2. provide the individual and **others** with information on possible learning or development activities
3. assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities
4. work with the individual and others to agree learning or development activities that will suit the individual.

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

The learner can:

1. describe factors that may affect the way a programme of learning or development activities is implemented and supported
2. establish with the individual and others a **plan** for implementing the programme of activities
3. assess risks in line with **agreed ways of working**.

Outcome 4 Be able to prepare for learning and development activities

The learner can:

1. obtain or prepare resources or equipment needed for the activity
2. describe how resources or equipment might be adapted to meet the needs of an individual
3. support the individual to prepare for an activity so as to minimise risks and maximise their participation
4. prepare the environment so that the activity can be carried out safely and effectively.

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

The learner can:

1. carry out agreed role in facilitating the activity
2. support the individual to engage with the activity in a way that promotes **active participation**
3. encourage the individual to give feedback about how the activity is implemented and the support provided
4. make adjustments in response to feedback.

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

The learner can:

1. agree with the individual and others the process and criteria for evaluation of the activity and the support provided
2. collate and present information for evaluation as agreed
3. use agreed criteria to evaluate the activity with the individual and others
4. make recommendations for any changes in the activity, its implementation or the support provided
5. explain the importance of recognising progress achieved through a learning or development activity.

Unit 4222-312 Facilitate learning and development activities to meet individual needs and preferences (HSC 3004)

Additional guidance

- **Learning and development activities** may include:
  o Intellectual pursuits
  o Activities to promote fitness or mobility
  o Activities relating to skills development
  o Activities to promote participation and interaction
- An **individual** is someone requiring care or support
- **Others** may include:
  o Family members
  o Advocates
  o Line Manager
  o Specialists
  o Others who are important to the individual's well-being
- A **plan** for a learning or development activity may include:
  o The purpose of the activity
  o How the activity will be implemented
  o Timescales for implementation
  o The roles and responsibilities of those involved
  o The level and type of support required
  o Resources or equipment needed
  o Ways to minimise risks
- **Agreed ways of working** will include polices and procedures where these exist
- **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 4222-401 Support the development of community partnerships (HSC 3007)

Level: 4
Credit value: 5
UAN: M/601/9494

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 the development of community partnerships.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:
1. Understand the role of community partnerships
2. Be able to identify where community partnerships could inform and support practice
3. Be able to bring people together to set up community partnerships
4. Be able to support the setting up of community partnerships
5. Be able to contribute to the running of community partnerships
6. Be able to contribute to the review of community partnerships

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 3101, HSC 3102 and HSC 3104.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Unit 4222-401   Support the development of community partnerships (HSC 3007)

Assessment Criteria

Outcome 1   Understand the role of community partnerships

The learner can:

1. explain the concept of community partnerships
2. analyse the benefits of community partnerships
3. describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships.

Outcome 2   Be able to identify where community partnerships could inform and support practice

The learner can:

1. work with **others** to identify needs that could be met through community partnerships
2. gather and disseminate information about existing community partnerships that may meet identified needs
3. contribute to evaluating information about existing community partnerships and identifying gaps
4. work with others to determine how a community partnership could fill a gap in provision.

Outcome 3   Be able to bring people together to set up community partnerships

The learner can:

1. identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision
2. disseminate information about the proposed partnership to those identified
3. invite participation in the proposed partnership.

Outcome 4   Be able to support the setting up of community partnerships

The learner can:

1. gather information about good practice from partnerships with similar purposes
2. gather information on potential costs and sources of funding for the partnership
3. provide information gathered to potential members of the partnership
4. work with others to agree:
    * membership of the partnership
    * aims and objectives
    * **roles and responsibilities**
    * activities and practices.

Outcome 5   Be able to contribute to the running of community partnerships

The learner can:

1. carry out own responsibilities to support the purpose of the partnership
2. support the community partnership to **operate effectively**
3. describe ways to support the partnership when a member disengages.

Outcome 6   Be able to contribute to the review of community partnerships

The learner can:

1. support members of the partnership to monitor its activities
2. support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives
3. contribute to evaluating the partnership
4. contribute to agreeing changes to the partnership's practice.

Unit 4222-401 Support the development of community partnerships (HSC 3007)

Additional guidance

- **Others** may include:
  - Individuals
  - Families and friends of individuals
  - Colleagues within the organisation
  - Colleagues outside the organisation.
- **Roles and responsibilities** may include:
  - Contribution of resources
  - Commitment of time
  - Allocation of tasks.
- **Operating effectively** will include:
  - Working inclusively
  - Respecting and valuing all members
  - Supporting members to participate
  - Abiding by agreements
  - Resolving conflicts.

Unit 4222-313 Implement therapeutic group activities (HSC 3008)

Level: 3
Credit value: 4
UAN: D/601/9491

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 outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand the principles of therapeutic group activities
2. Be able to plan and prepare for therapeutic group activities
3. Be able to support individuals during therapeutic group activities
4. Be able to contribute to the evaluation of therapeutic group activities

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 393.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment, in ways that do not intrude on the privacy of individuals.

Unit 4222-313 Implement therapeutic group activities (HSC 3008)

Assessment Criteria

Outcome 1 Understand the principles of therapeutic group activities

The learner can:

1. explain how participating in **therapeutic group activities** can benefit an individual's identity, self-esteem and well-being
2. analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances
3. compare key points of theories about group dynamics.

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

The learner can:

1. work with **individuals** and **others** to agree:
   - the nature and purpose of a therapeutic group
   - specific activities to fit the purpose of the group
2. address any **risks** that may be associated with the planned activities
3. prepare the environment for a therapeutic group activity
4. prepare equipment or resources needed for the activity.

Outcome 3 Be able to support individuals during therapeutic group activities

The learner can:

1. support group members to understand the purpose and proposed activity of the group
2. support group members during the activity in ways that encourage effective communication, **active participation** and co-operation
3. give direction, praise, reassurance and constructive feedback during the activity
4. support the group to bring the activity to a safe and timely end.

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

The learner can:

1. encourage and support individuals to give feedback during and after group activities
2. agree processes and criteria for evaluating the therapeutic benefits of the group and its activities
3. carry out own responsibilities for supporting the evaluation and agreeing any revisions
4. record and report on outcomes and any revisions in line with **agreed ways of working**.

Unit 4222-313 Implement therapeutic group activities (HSC 3008)

Additional guidance

- **Therapeutic group activities** may include:
    - Reminiscence therapy
    - Relaxation and anxiety management
    - Remedial games
    - Health-related group activities
    - Art or music therapy.
- **Individuals** are those requiring care or support
- **Others** may include
    - Carers and family members
    - Line manager.
    - Therapists or other specialists who may recommend therapeutic group activities
- **Risks** may include those associated with
    - The health, safety and well-being of those in the group
    - Unintentional exclusion of some group members
    - Others involved with the group's activities
    - The environment
    - Equipment and resources used.
- **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.
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-314 Support individuals to develop and run support groups (HSC 3010)

Level: 3
Credit value: 3
UAN: H/601/9492

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 develop and run support groups.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the role of support groups
2. Be able to support individuals to assess the need for additional support groups
3. Be able to support individuals to develop their own support groups
4. Be able to support individuals to run support groups
5. Be able to support individuals to evaluate support groups

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC394.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit 4222-314   Support individuals to develop and run support groups (HSC 3010)

Assessment Criteria

Outcome 1   Understand the role of support groups

The learner can:

1. explain the benefits of support groups to **individuals**
2. explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals
3. compare key points of theories about group dynamics.

Outcome 2   Be able to support individuals to assess the need for additional support groups

The learner can:

1. work with individuals to identify the support a group could provide for them
2. contribute to accessing sources of information about existing support groups
3. work with individuals to evaluate existing support groups and identify gaps in provision.

Outcome 3   Be able to support individuals to develop their own support groups

The learner can:

1. work with individuals to identify ways to develop their own support group where there is a gap in provision
2. work with individuals to agree the nature and purpose of the support group
3. establish with individuals the level and type of support they require to **set up a group**
4. carry out own role as agreed to support the setting up of the group.

Outcome 4   Be able to support individuals to run support groups

The learner can:

1. establish with group members the support they need to **run the group**
2. support the group to operate **safely**
3. support the group to resolve **conflicts**.

Outcome 5   Be able to support individuals to evaluate support groups

The learner can:

1. support the group to monitor its activities and outcomes
2. support the group to:
   - agree processes and criteria for evaluating its activities and outcomes
   - evaluate its activities and outcomes
3. report on the effectiveness of the support group in line with **agreed ways of working.**

Unit 4222-314 Support individuals to develop and run support groups (HSC 3010)

Additional guidance

- Support to **set up a group** may include:
  - Putting individuals in touch with others who have the same interests and purpose
  - Accessing resources
  - Providing advice and encouragement
- Support to **run the group** may include:
  - Providing advice and sharing expertise
  - Developing guidelines on roles and responsibilities
  - Developing ground rules
  - Giving advice on respecting and valuing all members
- Operating **safely** may need to take account of:
  - Health and safety
  - The environment
  - Equipment and materials
  - Use and abuse of power
  - Risk of harm or abuse
- **Conflicts** may include those relating to:
  - Rights and responsibilities
  - Health and safety
  - Managing risk
  - Costs
  - Ethical concerns
  - Interpersonal relationships
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-315 Prepare to support individuals within a shared lives arrangement (HSC 3012)

Level: 3
Credit value: 4
UAN: M/601/9611

Unit aim

This unit provides the knowledge and skills required for those preparing to support an individual within a shared lives arrangement.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how shared lives arrangements can benefit individuals
2. Be able to access and share information relevant to the provision of a shared lives arrangement for individuals
3. Be able to address the potential impact on key people of providing a shared lives arrangement
4. Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 333.

Support of the unit by a sector or other appropriate body

- This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 4222-315 Prepare to support individuals within a shared lives arrangement (HSC 3012)

Assessment Criteria

Outcome 1 Understand how shared lives arrangements can benefit individuals

The learner can:
1. describe the potential benefits to individuals of being supported through a shared lives arrangement
2. explain how a shared lives arrangement can promote person centred support that enables individuals to take responsibility for decisions about their lives and actions.

Outcome 2 Be able to access and share information relevant to the provision of a shared lives arrangement for individuals

The learner can:
1. establish with the people organising the provision of a shared lives arrangement the information and support required by **key people** and self
2. access information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement
3. share with key people information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement.

Outcome 3 Be able to address the potential impact on key people of providing a shared lives arrangement

The learner can:
1. establish with key people the potential effects on their lives of providing a shared lives arrangement for an individual
2. establish with key people any concerns and issues in relation to providing a shared lives arrangement for an individual
3. agree any changes required in order to provide a shared lives arrangement for individuals
4. identify with key people strategies for dealing with any potential areas of conflict.

Outcome 4 Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement

The learner can:
1. evaluate own knowledge, understanding and skills in relation to supporting an individual in a shared lives arrangement
2. investigate ways to fill gaps in own knowledge, understanding and skills.

Unit 4222-315 Prepare to support individuals within a shared lives arrangement (HSC 3012)

Additional guidance

- **Shared lives arrangements** may include:
    - Long term accommodation support
    - Short breaks
    - Day time support
    - Kinship support
    - Adult placement (Wales).
- **Key people** may include:
    - Those who share the learner's home
    - Members of learner's extended family
    - Learner's social networks
    - Others who may be involved in the shared lives arrangement.

Unit 4222-316 Support individuals to access and use services and facilities (HSC 3013)

Level: 3
Credit value: 4
UAN: F/601/7927

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 outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand factors that influence individuals' access to services and facilities
2. Be able to support individuals to select services and facilities
3. Be able to support individuals to access and use services and facilities
4. Be able to support individuals' to review their access to and use of services and facilities

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 330.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment

Unit 4222-316   Support individuals to access and use services and facilities (HSC 3013)

Assessment Criteria

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

The learner can:

1. describe how accessing a range of **services and facilities** can be beneficial to an **individual's** well being
2. identify barriers that individuals may encounter in accessing services and facilities
3. describe ways of overcoming barriers to accessing services and facilities
4. explain why it is important to support individuals to challenge **information** about services that may present a barrier to participation.

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

The learner can:

1. work with an individual to identify a range of services and facilities likely to meet their assessed needs
2. agree with an individual their preferred options for accessing services and facilities
3. work with an individual to select services or facilities that meet their assessed needs and preferences.

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

The learner can:

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

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

The learner can:

1. work with an individual to evaluate whether services or facilities have met their assessed needs and preferences
2. support an individual to provide feedback on their experience of accessing and using services or facilities
3. work with an individual to evaluate the support provided for accessing and using services or facilities
4. identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities.

Unit 4222-316 Support individuals to access and use services and facilities (HSC 3013)

Additional guidance

- **Services and facilities** may include:
  - Services provided within an individual's home
  - Services to enable an individual to meet their social care needs
  - Community facilities
- An **individual** is someone requiring care or support
- **Information** to be challenged may include information that is
  - Misleading
  - Inaccurate
  - Discriminatory
  - Inaccessible
  - Excluding individuals

Unit 4222-317 Provide support for individuals within a shared lives arrangement (HSC 3014)

Level: 3
Credit value: 5
UAN: J/601/9601

Unit aim

This unit provides the knowledge and skills required for those supporting an individual within a shared lives arrangement.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how to establish the needs, background, experiences, wishes, preferences and choices of an individual
2. Be able to identify how an individual's needs can be met through a shared lives arrangement
3. Know how to address potential power imbalances in a shared lives arrangement
4. Be able to assist individuals to adjust to the home environment
5. Be able to support key people to adjust to a shared lives arrangement
6. Be able to contribute to on-going review of the shared lives arrangement

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 334.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment.

Unit 4222-317 Provide support for individuals within a shared lives arrangement (HSC 3014)

Assessment Criteria

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

The learner can:
1. explain the importance of 'getting to know' the individual
2. identify sources of information that can inform the process
3. explain the importance of supporting an individual to communicate their own background, experiences, wishes and preferences.

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

The learner can:
1. work with the individual and others to assess how identified requirements can be met within the shared lives arrangement
2. work with the individual and others to identify factors that may affect the individual's integration into the home environment.

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

The learner can:
1. explain how sharing own home may create a sense of power imbalance between an individual, self and **key people**
2. identify ways that potential power imbalances may be addressed to promote full membership of the household
3. identify strategies that could be used to address conflicts and disagreements.

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

The learner can:
1. provide a welcoming and supportive environment for an individual with the help of key people
2. provide opportunities for the individual to meet and get to know key people
3. support the individual to settle into the home environment
4. support the individual to communicate their thoughts and feelings about sharing the home environment
5. describe actions to take if an individual is distressed
6. provide opportunities for the individual's continued personal and social development.

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

The learner can:

1. establish with key people any adjustments that might need to be made to support an individual within the home
2. establish strategies to deal with any conflict and disagreements that may arise
3. work with the individual and key people to agree 'house rules' in order to minimise potential difficulties
4. describe ways to balance the needs of key people and the individual
5. support key people to participate in the shared lives arrangement.

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

The learner can:

1. provide regular feedback on the shared lives arrangement in line with **agreed ways of working**
2. work with the individual, key people and those organising the shared lives arrangement to review its effectiveness.

Unit 4222-317   Provide support for individuals within a shared lives arrangement (HSC 3014)

Additional guidance

- **Shared lives arrangements** may include:
  - Long term accommodation support
  - Short breaks
  - Day time support
  - Kinship support
  - Adult placement (Wales)
- **Key people** may include:
  - Those who share the learner's home
  - Members of learner's extended family
  - Learner's social networks
  - Others who may be involved in the shared lives arrangement
- **Agreed ways of working** will include policies and procedures where these exist

Unit 4222-318 Support individuals in their relationships (HSC 3019)

Level: 3
Credit value: 4
UAN: R/601/8578

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 outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Understand factors affecting the capacity of individuals to develop and/or maintain relationships
2. Be able to support individuals to identify beneficial relationships
3. Be able to support individuals to develop new relationships
4. Be able to support individuals to maintain existing relationships
5. Be able to work with individuals to review the support provided for relationships

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 331.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.

Unit 4222-318   Support individuals in their relationships (HSC 3019)

Assessment Criteria

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

The learner can:
1. analyse reasons why **individuals** may find it difficult to establish or maintain relationships
2. describe types of legal restriction or requirement that may affect individuals relationships
3. explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided
4. explain the importance of ensuring privacy and confidentiality when providing support for relationships.

Outcome 2   Be able to support individuals to identify beneficial relationships

The learner can:
1. support an individual to understand the likely benefits of positive relationships
2. support the individual to recognise when a relationship may be detrimental or harmful
3. work with the individual to identify specific relationships that are likely to be beneficial to them.

Outcome 3   Be able to support individuals to develop new relationships

The learner can:
1. describe types of support and information an individual may need in order to extend their social network
2. establish with an individual the type and level of support needed to develop a new relationship
3. provide agreed support and information to develop the relationship
4. encourage continued participation in actions and activities to develop the relationship.

Outcome 4   Be able to support individuals to maintain existing relationships

The learner can:
1. describe types of support an individual may need in order to maintain an existing relationship with family or friends
2. establish with an individual the type and level of support needed to maintain the relationship
3. provide agreed support to maintain the relationship.

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

The learner can:
1. establish with the individual the criteria for evaluating how effective support for a relationship has been
2. collate **information** about the relationship and the support provided
3. work with the individual and **others** to review and revise the support provided
4. report and record in line with **agreed ways of working**.

Unit 4222-318 Support individuals in their relationships (HSC 3019)

Additional guidance

- **Relationships** may include:
  - Family relationships
  - Friendships
  - Social networks
  - Moved to here.
- An **individual** is someone requiring care or support
- **Information** may include:
  - Feedback from the individual and others
  - Observations
  - Records
- **Others** may include:
  - family
  - friends
  - advocates
  - others who are important to the individual's well-being
- **Agreed ways of working** will include policies and procedures where these exist

Unit 4222-319 Facilitate person centred assessment, planning, implementation and review (HSC 3020)

Level: **3**
Credit value: **6**
UAN: **H/601/8049**

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 outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the principles of person centred assessment and care planning
2. Be able to facilitate person centred assessment
3. Be able to contribute to the planning of care or support
4. Be able to support the implementation of care plans
5. Be able to monitor a care plans
6. Be able to facilitate a review of care plans and their implementation

Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 328 and HSC 329.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care & Development.

Assessment

Unit must be assessed in accordance with Skills for Care Development's QCF Assessment Principles

Unit 4222-319 Facilitate person centred assessment, planning, implementation and review (HSC 3020)

Assessment Criteria

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

The learner can:
1. explain the importance of a holistic approach to assessment and planning of care or support
2. describe ways of supporting the **individual** to lead the assessment and planning process
3. describe ways the assessment and planning process or documentation can be adapted to maximise an individual's ownership and control of it.

Outcome 2 Be able to facilitate person centred assessment

The learner can:
1. establish with the individual a partnership approach to the assessment process
2. establish with the individual how the process should be carried out and who else should be involved in the process
3. agree with the individual and **others** the intended outcomes of the assessment process and **care plan**
4. ensure that assessment takes account of the individual's strengths and aspirations as well as needs
5. work with the individual and others to identify support requirements and preferences.

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

The learner can:
1. take account of **factors** that may influence the type and level of care or support to be provided
2. work with the individual and others to explore **options and resources** for delivery of the plan
3. contribute to agreement on how component parts of a plan will be delivered and by whom
4. record the plan in a suitable format.

Outcome 4 Be able to support the implementation of care plans

The learner can:
1. carry out assigned aspects of a care plan
2. support others to carry out aspects of a care plan for which they are responsible
3. adjust the plan in response to changing needs or circumstances.

Outcome 5 Be able to monitor a care plans

The learner can:
1. agree methods for monitoring the way a care plan is delivered
2. collate monitoring information from agreed sources
3. record changes that affect the delivery of the care plan.

Outcome 6   Be able to facilitate a review of care plans and their implementation

The learner can:

1. seek agreement with the individual and others about:
   - who should be involved in the review process
   - criteria to judge effectiveness of the care plan
2. seek feedback from the individual and others about how the plan is working
3. use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives
4. work with the individual and others to agree any **revisions** to the plan
5. document the review process and revisions as required.

Unit 4222-319   Facilitate person centred assessment, planning, implementation and review (HSC 3020)

Additional guidance

- The **individual** is the person requiring care or support. An advocate may act on behalf of an individual.
- 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.
- **Others** may include:
  - Carers
  - Friends and relatives
  - Professionals
  - Others who are important to the individual's well-being
- **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
- **Options and resources** should consider:
  - Informal support
  - Formal support
  - Care or support services
  - Community facilities
  - Financial resources
  - Individual's personal networks
- **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 4222-320   Support individuals to live at home (HSC 3022)

Level: 3
Credit value: 4
UAN: Y/601/7903

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 outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Understand the principles of supporting individuals to live at home
2. Be able to contribute to planning support for living at home
3. Be able to work with individuals to secure additional services and facilities to enable them to live at home
4. Be able to work in partnership to introduce additional services for individuals living at home
5. Be able to contribute to reviewing support for living at home

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 343.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care & Development.

Assessment

This unit must be assessed in accordance with Skills for Care & Development's QCF Assessment Principles.
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit 4222-320 Support individuals to live at home (HSC 3022)
Assessment Criteria

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

The learner can:
1. describe how being supported to live at home can benefit an individual
2. compare the roles of people and agencies who may be needed to support an individual to live at home
3. explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home
4. explain how risk management contributes to supporting individuals to live at home.

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

The learner can:
1. identify with an individual the strengths, skills and existing networks they have that could support them to live at home
2. identify with an individual their **needs** that may require additional support and their preferences for how the needs may be met
3. agree with the individual and **others** the risks that need to be managed in living at home and ways to address them.

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

The learner can:
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
2. work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks
3. contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes **active participation**
4. obtain permission to provide additional information about the individual in order to secure resources, services and facilities.

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

The learner can:
1. agree roles and responsibilities for introducing additional support for an individual to live at home
2. introduce the individual to new resources, services, facilities or support groups
3. record and report on the outcomes of additional support measures in required ways.

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

The learner can:
1. work with the individual and others to agree methods and timescales for on-going review
2. identify any changes in an individual's **circumstances** that may indicate a need to adjust the type or level of support
3. work with the individual and others to agree revisions to the support provided.

Unit 4222-320 Support individuals to live at home (HSC 3022)
Additional guidance

- An **individual** is someone requiring care or support
- **Others** may include:
  - family
  - friends
  - advocates
  - others who are important to the individual's well-being
- **Needs** may include:
  - Personal
  - Physical
  - Financial
  - Social
  - Environmental
  - Safety
- **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
- **Circumstances** may include:
  - Health
  - Social situation
  - Financial circumstances
  - Legal status

Unit 4222-321 Support individuals to manage their finances (HSC 3023)

Level: 3
Credit value: 3
UAN: D/601/7904

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 outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know how to access information and advice about financial affairs
2. Be able to provide support for individuals to manage their finances
3. Be able to contribute to applying for financial assistance
4. Be able to contribute to reviewing support for managing finances

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 345.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care & Development.

Assessment

This unit must be assessed in accordance with Skills for Care & Development's QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 4222-321 Support individuals to manage their finances (HSC 3023)

Assessment Criteria

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

The learner can:

1. identify sources of information and advice about **methods and services for managing personal finances**
2. identify sources of information and advice about benefits and allowances
3. describe the role of **others** who may be involved in supporting individuals to manage their own finances
4. describe how and when to access specialist expertise about managing financial affairs
5. explain how to access advice on safeguarding against financial abuse.

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

The learner can:

1. identify legislation, codes of practice and **agreed ways of working** that apply when providing support to manage financial affairs
2. work with the **individual** to identify the skills they have for managing their own finances
3. identify an individual's preferred methods and services for managing their finances
4. provide support for managing finances in a way that promotes **active participation** and safeguards the individual
5. contribute to records and reports about finances in line with agreed ways of working.

Outcome 3 Be able to contribute to applying for financial assistance

The learner can:

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

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

The learner can:

1. agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
2. work with the individual to evaluate methods, services and support for managing finances
3. agree with the individual any changes to methods, services and support for managing finances
4. provide feedback to an organisation or agency about the effectiveness of financial information or support
5. explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support.

Unit 4222-321   Support individuals to manage their finances (HSC 3023)

Additional guidance

- **Methods and services for managing personal finances** may include those for
  - budgeting
  - tracking income and expenditure
  - making payments
  - keeping money safely
  - managing debts
  - keeping financial records
- **Agreed ways of working** will include policies and procedures where these exist and will indicate where others need to be involved
- An **individual** is someone requiring care or support
- **Others** may include
  - family
  - friends
  - advocates
  - professionals
  - others who are important to the individual's well-being
- **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 4222-403 Support individuals to access and manage direct payments (HSC 3024)

Level: 4
Credit value: 6
UAN: H/601/7905

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 direct payments.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand the role of direct payments
2. Be able to support individuals to decide whether to use direct payments
3. Be able to provide support to select services to be purchased with direct payments
4. Be able to provide support for completing paperwork associated with direct payments
5. Be able to understand how to address difficulties, dilemmas and conflicts relating to direct payments
6. Be able to contribute to reviewing the support provided through direct payments
7. Be able to contribute to reviewing the management of direct payments

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 346.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4, 6 and 7 must be assessed in a real work environment

Unit 4222-403 Support individuals to access and manage direct payments (HSC 3024)

Assessment Criteria

Outcome 1 Understand the role of direct payments

The learner can:

1. explain the purpose of direct payments
2. explain how direct payments relate to legislation and policies for providing care and support
3. identify the range of services for which direct payments may be used.

Outcome 2 Be able to support individuals to decide whether to use direct payments

The learner can:

1. identify sources of information and advice about using direct payments
2. provide information and advice about direct payments in a way that is accessible to an individual and **others**
3. access specialist guidance about using direct payments
4. work with the individual and others to decide:
   - whether a direct payment would be beneficial in meeting the individual's needs
   - the level and type of support needed to manage the direct payment.

Outcome 3 Be able to provide support to select services to be purchased with direct payments

The learner can:

1. provide accessible information about services that are likely to meet the individual's needs
2. work with the individual and others to select support that meets their needs within resources available
3. support the individual to check and understand documents produced by service providers selected.

Outcome 4 Be able to provide support for completing paperwork associated with direct payments

The learner can:

1. contribute to completing paperwork to apply for direct payments, in a way that promotes **active participation**
2. support the individual to make payments for services purchased, in a way that promotes active participation
3. contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation.

Outcome 5   Be able to understand how to address difficulties, dilemmas and conflicts relating to direct payments

The learner can:

1. explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments
2. identify practical difficulties and conflicts that may arise in relation to direct payments
3. describe strategies to resolve or minimise such difficulties, dilemmas and conflicts.

Outcome 6   Be able to contribute to reviewing the support provided through direct payments

The learner can:

1. agree with the individual how the support they purchase will be evaluated
2. work with the individual and others to evaluate the support they have purchased
3. agree any changes needed to the support purchased
4. provide feedback to organisations about the support purchased.

Outcome 7   Be able to contribute to reviewing the management of direct payments

The learner can:

1. work with the individual and others to review the management of the direct payment
2. agree any changes to the type and level of support needed for managing a direct payment
3. provide feedback to people and organisations about the management of the individual's direct payment.

Unit 4222-403 Support individuals to access and manage direct payments (HSC 3024)

Additional guidance

- An **individual** is someone requiring care or support
- **Others** may include
  - family
  - friends
  - advocates
  - professionals
  - others who are important to the individual's well-being
- **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 4222-322 Support individuals to access housing and accommodation services (HSC 3027)

Level: 3
Credit value: 4
UAN: K/601/7906

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 outcomes

There are **six** learning outcomes to this unit. The learner will:
1. Understand support available to access housing and accommodation services
2. Be able to work with individuals to identify housing and accommodation services that meet their needs
3. Be able to work with individuals to plan to access housing and accommodation services
4. Be able to work with individuals to access housing and accommodation services
5. Be able to work with housing and accommodation services to meet the needs of individuals
6. Be able to contribute to the review of housing and accommodation services for individuals

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 349.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4, 5, and 6 must be assessed in a real work environment.

Unit 4222-322 Support individuals to access housing and accommodation services (HSC 3027)

Assessment Criteria

Outcome 1   Understand support available to access housing and accommodation services

The learner can:
1. identify sources of funding and benefits that are available for housing and accommodation services
2. analyse the range of housing and accommodation services available
3. explain how and where to access specialist information and advice about housing and accommodation services.

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

The learner can:
1. work with an **individual** to identify their accommodation requirements
2. work with the individual to understand the range of accommodation services that could meet their needs
3. support the individual to understand requirements that may be made by housing and accommodation services.

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

The learner can:
1. work with the individual and others to agree a **plan** for accessing housing and accommodation services
2. establish with an individual which housing and accommodation services will be approached.

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

The learner can:
1. support the individual to prepare to attend meetings with housing and accommodation services
2. work with the individual to provide accurate and complete information to express their requirements and preferences
3. support the individual to understand the outcome of decisions made by a housing or accommodation service
4. describe ways to challenge discrimination in accessing housing and accommodation services.

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

The learner can:

1. provide housing and accommodation services with information about own role and responsibilities
2. demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met.

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

The learner can:

1. work with the individual and **others** to:
   - monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences
   - identify any additional support needed
2. consult with others about any problems and proposed solutions
3. record and report on the review in line with **agreed ways of working**.

Unit 4222-322 Support individuals to access housing and accommodation services (HSC 3027)

Additional guidance

- An **individual** is someone requiring care or support
- A **plan** may include:
  o realistic and achievable goals
  o actions the individual will take
  o the level and type of support required
  o roles and responsibilities
  o timescales
  o how and when progress towards goals will be reviewed
- **Others** may include:
  o carers
  o friends and relatives
  o professionals
  o others who are important to the individual's well-being
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-323 Support individuals to deal with personal relationship problems (HSC 3028)

Level: 3
Credit value: 4
UAN: R/601/8581

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 manage relationship problems.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to support individuals to assess relationship problems
2. Be able to support individuals to overcome relationship problems
3. Know how and when to access specialist support about relationship problems
4. Know how to support individuals to end unhelpful relationships
5. Be able to evaluate the support provided for relationship problems

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 356.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 1, 2 and 5 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

Unit 4222-323 Support individuals to deal with personal relationship problems (HSC 3028)

Assessment Criteria

Outcome 1   Be able to support individuals to assess relationship problems

Assessment Criteria

The learner can:

1. describe **problems** that may arise within relationships and the potential effects on an individual's well-being
2. work with an **individual** and **others** to identify possible problems in a relationship
3. work with the individual and others to analyse the causes of a relationship problem.

Outcome 2   Be able to support individuals to overcome relationship problems

The learner can:

1. establish with the individual and others the level and type of support needed to overcome problems in a relationship the individual wishes to maintain
2. agree with the individual and others the best way to maintain the relationship while managing risks
3. carry out **agreed support** for overcoming a relationship problem.

Outcome 3   Know how and when to access specialist support about relationship problems

The learner can:

1. describe circumstances that would require additional or specialist advice when supporting an individual to manage a difficult relationship
2. identify specialist information and support for a range of relationship problems
3. describe how to access specialist information or support to help address relationship problems.

Outcome 4   Know how to support individuals to end unhelpful relationships

The learner can:

1. describe types of support individuals may need in order to end an unhelpful relationship
2. explain how to establish with an individual the type and level of support needed to end a relationship
3. describe ways to support an individual to cope with any distress when a relationship ends.

Outcome 5   Be able to evaluate the support provided for relationship problems

The learner can:

1. establish with the individual and others the criteria for evaluating the effectiveness of support for a relationship problem
2. collate **information** about the relationship and the support provided
3. work with the individual to evaluate the effectiveness of the support provided to address the relationship problem
4. work with the individual and others to revise the support provided.

Unit 4222-323 Support individuals to deal with personal relationship problems (HSC 3028)

Additional guidance

- An **individual** is someone requiring care or support
- **Others** may include:
  - family
  - advocates
  - professionals
  - others important to the individual's well-being
- Relationship **problems** may relate to:
  - Conflict
  - Tension
  - Risk of harm
  - Legal restrictions or requirements
- **Agreed support** may include:
  - Supporting the individual to devise strategies to overcome difficulties themselves
  - Making facilities available for contact meetings with the other person
  - Encouraging the individual to keep appropriate contact with the person between meetings
  - Providing support to manage fears, anxieties, conflicts and tensions
- **Information** may include:
  - Observations
  - Records
  - Feedback from the individual and others

Unit 4222-324 Support individuals with specific communication needs (HSC 3029)

Level: 3
Credit value: 5
UAN: T/601/8282

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 special methods and aids to promote communication.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand specific communication needs and factors affecting them
2. Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them
3. Be able to interact with individuals using their preferred communication
4. Be able to promote communication between individuals and others
5. Know how to support the use of communication technology and aids
6. Be able to review an individual's communication needs and the support provided to address them

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 369 and HSC 370.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.

Unit 4222-324 Support individuals with specific communication needs (HSC 3029)

Assessment Criteria

Outcome 1   Understand specific communication needs and factors affecting them

The learner can:

1. explain the importance of meeting an individual's communication needs
2. explain how own role and practice can impact on communication with an individual who has specific communication needs
3. analyse features of the environment that may help or hinder communication
4. analyse reasons why an individual may use a form of communication that is not based on a formal language system
5. identify a range of communication methods and **aids** to support individuals to communicate
6. describe the potential effects on an **individual** of having unmet communication needs.

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

The learner can:

1. work in partnership with the individual and **others** to identify the individual's specific communication needs
2. contribute to identifying the communication methods or aids that will best suit the individual
3. explain how and when to access information and support about identifying and addressing specific communication needs.

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

The learner can:

1. prepare the environment to facilitate communication
2. use agreed methods of communication to interact with the individual
3. monitor the individual's responses during and after the interaction to check the effectiveness of communication
4. adapt own practice to improve communication with the individual.

Outcome 4   Be able to promote communication between individuals and others

The learner can:

1. support the individual to develop communication methods that will help them to understand others and be understood by them
2. provide opportunities for the individual to communicate with others
3. support others to understand and interpret the individual's communication
4. support others to be understood by the individual by use of agreed communication methods.

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

The learner can:
1. identify specialist services relating to communication technology and aids
2. describe types of support that an individual may need in order to use communication technology and aids
3. explain the importance of ensuring that communication equipment is correctly set up and working properly.

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

The learner can:
1. collate **information** about an individual's communication and the support provided
2. contribute to evaluating the effectiveness of agreed methods of communication and support provided
3. work with others to identify ways to support the continued development of communication.

Unit 4222-324 Support individuals with specific communication needs (HSC 3029)

Additional guidance

- An **individual** is someone with specific communication needs who requires care or support
- **Aids** may include:
  - Technological aids
  - Human aids
- **Others** may include:
  - family
  - advocates
  - specialist communication professionals
  - others who are important to the individual's well-being
- **Information** may include:
  - Observations
  - Records
  - Feedback from the individual and others

Unit 4222-325 Support individuals during a period of change (HSC 3033)

Level: 3
Credit value: 4
UAN: M/601/7907

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 outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand reasons for and responses to change
2. Be able to support individuals to plan how to manage or adapt to change
3. Be able to support individuals to manage or adapt to change
4. Be able to evaluate the support provided during a period of change

Guided learning hours

It is recommended that **29** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 382 Support individuals to prepare for, adapt to and manage change.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 4222-325 Support individuals during a period of change (HSC 3033)

Assessment Criteria

Outcome 1 Understand reasons for and responses to change

The learner can:

1. describe **types of change** that may occur in the course of an **individual's** life
2. analyse factors that may make change a positive or a negative experience
3. describe approaches likely to enhance an individual's capacity to manage change and experience change positively.

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

The learner can:

1. work with individuals and **others** to identify recent or imminent changes affecting them
2. support the individual to assess the implications and likely impacts of the change identified
3. work with the individual and others to **plan** how to adapt to or manage the change
4. explain the importance of both practical support and emotional support during a time of change
5. identify and agree roles and responsibilities for supporting a change.

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

The learner can:

1. carry out agreed role and responsibilities for supporting change, in ways that promote **active participation**
2. provide information and advice to support the individual to manage change
3. support the individual to express preferences and anxieties when going through change
4. adapt support methods to take account of preferences or anxieties
5. describe how and when to seek additional expertise and advice when supporting an individual through change.

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

The learner can:

1. agree with the individual and others how the support provided will be evaluated, and who will be involved
2. work with the individual and others to identify positive and negative aspects of a change
3. work with the individual and others to evaluate the effectiveness of methods used to support the change process
4. record and report on the effectiveness of support for the change process.

Unit 4222-325   Support individuals during a period of change (HSC 3033)

Additional guidance

- **Types of change** include changes that are:
  - positive
  - negative
  - chosen
  - unchosen
  - temporary
  - permanent
- An **individual** is someone requiring care or support
- **Others** may include:
  - Carers
  - Friends and relatives
  - Professionals
  - Others who are important to the individual's well-being
- The **plan** to manage a change may incorporate:
  - the individual's preferences associated with the change
  - existing skills or knowledge the individual has that will help them manage the change
  - new skills or knowledge the individual may need to develop in order to manage the change
  - resources and expertise for managing the change that exist within the individual's personal network
  - additional resources, support or expertise needed
  - ways to address risks that may arise from a change
- **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 4222-326 Support individuals to prepare for and settle in to new home environments (HSC 3034)

Level: 3
Credit value: 3
UAN: T/601/7908

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 outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand factors affecting a move to a new home environment
2. Be able to support individuals to prepare to move into new home environments
3. Be able to support individuals to settle into new home environments
4. Be able to support individuals to review the impact of new home environments

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 383.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 4222-326 Support individuals to prepare for and settle in to new home environments (HSC 3034)

Assessment Criteria

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

The learner can:
1. identify reasons why **individuals** may move to a new home environment
2. explain the effects that moving may have on an individual and their personal relationships
3. analyse strategies that can help a move to go smoothly.

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

The learner can:
1. access information and advice to support an individual to move and settle into a new home environment
2. provide an individual and **others** with information about the proposed new home environment
3. work with the individual and others to **plan** for the move
4. support the individual to express their feelings about the move and any concerns they may have
5. demonstrate strategies to address concerns.

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

The learner can:
1. support the individual to familiarise themselves with the new environment and living arrangements
2. support the individual to explore opportunities to:
   - maintain existing social networks and/or
   - create new social networks
3. support the individual to adjust to living with new people or to living alone
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.

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

The learner can:
1. work with the individual and others to agree a process to review the move
2. work with the individual to review positive and negative effects of the move
3. work with the individual and others to plan how to maintain benefits of the move and address any difficulties
4. agree any additional resources, facilities and support required
5. record and report on the outcomes of the move, in line with **agreed ways of working**.

Unit 4222-326 Support individuals to prepare for and settle in to new home environments (HSC 3034)

Additional guidance

- **A 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
- An **individual** is someone requiring care or support
- **Others** may include:
  - Carers
  - Friends and relatives
  - Professionals
  - Others who are important to the individual's well-being
- 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
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-327 Support individuals who are bereaved (HSC 3035)

Level: 3
Credit value: 4
UAN: A/601/7909

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the effects of bereavement on individuals
2. Understand principles for supporting individuals who are bereaved
3. Be able to support individuals to express their response to loss
4. Be able to support individuals who are bereaved
5. Understand the role of specialist agencies in supporting individuals who are bereaved
6. Be able to manage own feelings when providing support for individuals who are bereaved

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 384.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

Unit 4222-327 Support individuals who are bereaved (HSC 3035)

Assessment Criteria

Outcome 1 Understand the effects of bereavement on individuals

The learner can:

1. describe how an individual may feel immediately following the death of a loved one
2. analyse how the bereavement journey may be different for different individuals.

Outcome 2 Understand principles for supporting individuals who are bereaved

The learner can:

1. compare the key points of theories of bereavement that assist in supporting individuals who are bereaved
2. explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement
3. explain the importance of empathy in supporting a bereaved individual.

Outcome 3 Be able to support individuals to express their response to loss

The learner can:

1. create an environment where the individual has privacy to express their emotions
2. demonstrate **active listening** skills to support the individual to express their thoughts, feelings and distress.

Outcome 4 Be able to support individuals who are bereaved

The learner can:

1. assess the individual's level of distress and their capacity for resilience
2. agree a programme of support with the individual and **others**
3. carry out own role within the support programme
4. support the individual to identify any changes they may need to make as a result of their loss
5. explain the importance of working at the individual's pace during the bereavement journey
6. support the individual to manage conflicting emotions, indecision or fear of the future.

Outcome 5 Understand the role of specialist agencies in supporting individuals who are bereaved

The learner can:

1. compare the roles of specialist agencies in supporting individuals who are bereaved
2. describe how to assess whether a bereaved individual requires specialist support
3. explain the importance of establishing agreement with the individual about making a referral to a specialist agency.

Outcome 6 Be able to manage own feelings when providing support for individuals who are bereaved

The learner can:

1. identify ways to manage own feelings while providing support for an individual who is bereaved
2. use support systems to help manage own feelings.

Unit 4222-327   Support individuals who are bereaved (HSC 3035)

Additional guidance

- An **individual** is someone requiring care or support
- **Active Listening** includes:
  o   Ability to pick up on non-verbal cues
  o   Listening for key words as signposts to emotions
  o   Understanding the meaning of silence
  o   Using body language and facial expression to indicate interest and empathy
- **Others** may include:
  o   Carers
  o   Friends and relatives
  o   Line manager
  o   Others who are important to the individual's well-being

Unit 4222-328 Work in partnership with families to support individuals (HSC 3038)

Level: 3
Credit value: 4
UAN: H/601/8147

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 in partnership with families to support individuals.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand partnership working with families
2. Be able to establish and maintain positive relationships with families
3. Be able to plan shared approaches to the care and support of individuals with families
4. Be able to work with families to access support in their role as carers
5. Be able to exchange and record information about partnership work with families
6. Be able to contribute to reviewing partnership work with families
7. Be able to provide feedback about support for families

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 387 and HSC 388.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.

Unit 4222-328   Work in partnership with families to support individuals (HSC 3038)

Assessment Criteria

Outcome 1   Understand partnership working with families

The learner can:

1. analyse the contribution of families to the care and/or support of **individuals**
2. identify factors that may affect the level of involvement of family members in care and/or support
3. describe dilemmas or conflicts that may arise when working in partnership with families to support individuals
4. explain how the attitudes of a worker affect partnership working with families.

Outcome 2   Be able to establish and maintain positive relationships with families

The learner can:

1. interact with family members in ways that respect their culture, experiences and expertise
2. demonstrate dependability in carrying out actions agreed with families
3. describe principles for addressing dilemmas or conflicts that may arise in relationships with families.

Outcome 3   Be able to plan shared approaches to the care and support of individuals with families

The learner can:

1. agree with the individual, family members and **others** the proposed outcomes of partnership working with a family
2. clarify own role, role of family members, and roles of others in supporting the individual
3. support family members to understand person centred approaches and **agreed ways of working**
4. plan ways to manage risks associated with sharing care or support
5. agree with the individual and family members processes for monitoring the shared support plan.

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

The learner can:

1. work with family members to identify the support they need to carry out their role
2. provide accessible information about available **resources** for support
3. work with family members to access resources.

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

The learner can:

1. exchange information with the individual and family members about:
    *   implementation of the plan
    *   changes to needs and preferences
2. record information in line with agreed ways of working about:
    *   progress towards outcomes
    *   effectiveness of partnership working.

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

The learner can:

1. agree criteria and processes for reviewing partnership work with families
2. agree criteria and processes for reviewing support for family members
3. encourage the individual and family members to participate in the review
4. carry out own role in the review of partnership working.

Outcome 7   Be able to provide feedback about support for families

The learner can:

1. provide feed back to others about the support accessed by family members
2. report on any gaps in the provision of support for family members
3. describe ways to challenge information or support that is discriminatory or inaccessible.

Unit 4222-328 Work in partnership with families to support individuals (HSC 3038)

Additional guidance

- An **individual** is someone requiring care or support
- **Others** may include:
  - organisations providing support to family members
  - other professionals
- **Resources** may include:
  - Materials and equipment
  - Training
  - Financial support
  - Transport
  - Support groups
  - Therapeutic services
  - Other professionals
- **Agreed ways of working** will include policies and procedures where they exist.

Unit 4222-329 Promote positive behaviour (HSC 3045)

Level: 3
Credit value: 6
UAN: F/601/3764

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 outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support
2. Understand the context and use of proactive and reactive strategies
3. Be able to promote positive behaviour
4. Be able to respond appropriately to incidents of challenging behaviour
5. Be able to support individuals and others following an incident of challenging behaviour
6. Be able to review and revise approaches to promoting positive behaviour

Guided learning hours

It is recommended that **44** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 326, 337 and 398.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

Unit 4222-329   Promote positive behaviour (HSC 3045)
Assessment Criteria

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

The learner can:

1. explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
2. define what is meant by restrictive interventions
3. explain when restrictive interventions may and may not be used
4. explain who needs to be informed of any incidents where restrictive interventions have been used
5. explain why the least restrictive interventions should always be used when dealing with incidents of **challenging behaviour**
6. describe safeguards that must be in place if restrictive physical interventions are used.

Outcome 2   Understand the context and use of proactive and reactive strategies

The learner can:

1. explain the difference between proactive and reactive strategies
2. identify the proactive and reactive strategies that are used within own work role
3. explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used
4. explain the importance of maintaining a person or child centred approach when establishing proactive strategies
5. explain the importance of reinforcing positive behaviour with individuals
6. evaluate the impact on an **individual's well being** of using reactive rather than proactive strategies.

Outcome 3   Be able to promote positive behaviour

The learner can:

1. explain how a range of **factors** may be associated with challenging behaviours
2. evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
3. highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
4. demonstrate how to model to **others** best practice in promoting positive behaviour.

Outcome 4   Be able to respond appropriately to incidents of challenging behaviour

The learner can:

1. identify types of challenging behaviours
2. demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
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
4. demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour.

Outcome 5   Be able to support individuals and others following an incident of challenging behaviour

The learner can:

1. demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
2. describe how an individual can be supported to reflect on an incident including:
   - how they were feeling at the time prior to and directly before the incident
   - their behaviour
   - the consequence of their behaviour
   - how they were feeling after the incident
3. describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour
4. demonstrate how to debrief others involved in an incident of challenging behaviour
5. describe the steps that should be taken to check for injuries following an incident of challenging behaviour.

Outcome 6   Be able to review and revise approaches to promoting positive behaviour

The learner can:

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

Unit 4222-329   Promote positive behaviour (HSC 3045)

Additional guidance

- **Challenging behaviour** may include behaviours that are:
  - Repetitive / obsessive
  - Withdrawn
  - Aggressive
  - Self-injurious
  - Disruptive
  - Anti-social or illegal
  - Verbally abusive
- **Individual**

Child, young person or adult accessing a service

- **Well Being** e.g.
  - Emotional
  - Psychological
  - Physical
- **Factors**
  - Communication
  - Environment
  - Power imbalance
  - Excessive demands
  - Boredom
  - Inconsistent approaches
  - Lack of boundaries or goals
  - Emotional expression
  - Sensory needs
  - Physical Health
  - Mental Health
  - An individual's past experiences
  - Age and gender

Others may include:
  - The individual
  - Colleagues
  - Families or carers
  - Other professionals
  - Members of the public
  - Advocates

- **Antecedent, behaviour and consequences**
- **Antecedent** is what happens before the behaviour
- **Behaviour** is the actions that are perceived as challenging behaviour or unwanted
- **Consequences** are what happened as a result of the behaviour

Unit 4222-331 Support use of medication in social care settings (HSC 3047)

Level: **3**
Credit value: **5**
UAN: **F/601/4056**

Unit aim

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.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:
1. Understand the legislative framework for the use of medication in social care settings
2. Know about common types of medication and their use
3. Understand roles and responsibilities in the use of medication in social care settings
4. Understand techniques for administering medication
5. Be able to receive, store and dispose of medication supplies safely
6. Know how to promote the rights of the individual when managing medication
7. Be able to support use of medication
8. Be able to record and report on use of medication

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 375, HSC 221 and HSC 236.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 5, 7 and 8 must be assessed in the workplace.

Unit 4222-331 Support use of medication in social care settings (HSC 3047)

Assessment Criteria

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

The learner can:
1. identify legislation that governs the use of medication in social care settings
2. outline the legal classification system for medication
3. explain how and why policies and procedures or **agreed ways of working** must reflect and incorporate legislative requirements.

Outcome 2 Know about common types of medication and their use

The learner can:
1. identify common types of medication
2. list conditions for which each type of medication may be prescribe
3. describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication.

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

The learner can:
1. describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
2. explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements.

Outcome 4 Understand techniques for administering medication

The learner can:
1. describe the routes by which medication can be administered
2. describe different forms in which medication may be presented
3. describe materials and equipment that can assist in administering medication.

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

The learner can:
1. demonstrate how to receive supplies of medication in line with agreed ways of working
2. demonstrate how to store medication safely
3. demonstrate how to dispose of un-used or unwanted medication safely.

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

The learner can:

1. explain the importance of the following principles in the use of medication
   - consent
   - self-medication or **active participation**
   - dignity and privacy
   - confidentiality
2. explain how risk assessment can be used to promote an individual's independence in managing medication
3. describe how ethical issues that may arise over the use of medication can be addressed.

Outcome 7   Be able to support use of medication

The learner can:

1. demonstrate how to access information about an individual's medication
2. demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
3. demonstrate strategies to ensure that medication is used or administered **correctly**
4. demonstrate how to address any **practical difficulties** that may arise when medication is used
5. demonstrate how and when to access further information or support about the use of medication.

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

The learner can:

1. demonstrate how to record use of medication and any changes in an individual associated with it
2. demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working.

Unit 4222-331 Support use of medication in social care settings (HSC 3047)

Additional guidance

- **Agreed ways of working** will include policies and procedures where these exist
- An **individual** is someone requiring care or support
- **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
- 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
- **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

Unit 4222-332   Support individuals at the end of life (HSC 3048)

Level: 3
Credit value: 7
UAN: T/601/9495

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 outcomes

There are **ten** learning outcomes to this unit. 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
2. Understand factors affecting end of life care
3. Understand advance care planning in relation to end of life care
4. Be able to provide support to individuals and key people during end of life care
5. Understand how to address sensitive issues in relation to end of life care
6. Understand the role of organisations and support services available to individuals and key people in relation to end of life care
7. Be able to access support for the individual or key people from the wider team
8. Be able to support individuals through the process of dying
9. Be able to take action following the death of individuals
10. Be able to manage own feelings in relation to the dying or death of individuals

Guided learning hours

It is recommended that **53** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 385.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Unit 4222-332 Support individuals at the end of life (HSC 3048)

Assessment Criteria

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

The learner can:
1. outline legal requirements and **agreed ways of working** designed to protect the rights of individuals in end of life care
2. explain how **legislation** designed to protect the rights of individuals in end of life care applies to own job role.

Outcome 2 Understand factors affecting end of life care

The learner can:
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. explain how the beliefs, religion and culture of individuals and key people influence end of life care
3. explain why key people may have a distinctive role in an individual's end of life care
4. explain why support for an individual's health and well-being may not always relate to their terminal condition.

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

The learner can:
1. describe the benefits to an individual of having as much control as possible over their end of life care
2. explain the purpose of **advance care planning** in relation to end of life care
3. describe own role in supporting and recording decisions about advance care planning
4. outline ethical and legal issues that may arise in relation to advance care planning.

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

The learner can:
1. support the individual and key people to explore their thoughts and feelings about death and dying
2. provide support for the individual and key people that respects their beliefs, religion and culture
3. demonstrate ways to help the individual feel respected and valued throughout the end of life period
4. provide information to the individual and/or key people about the individual's illness and the support available
5. give examples of how an individual's well-being can be enhanced by:
   - environmental factors
   - non-medical interventions
   - use of equipment and aids
   - alternative therapies

6. contribute to partnership working with key people to support the individual's well-being.

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

The learner can:
1. explain the importance of recording significant conversations during end of life care
2. explain factors that influence who should give significant news to an individual or key people
3. describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
4. analyse ways to address such conflicts.

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

The learner can:
1. describe the role of **support organisations and specialist services** that may contribute to end of life care
2. analyse the role and value of an advocate in relation to end of life care
3. explain how to establish when an advocate may be beneficial
4. explain why support for spiritual needs may be especially important at the end of life
5. describe a range of sources of support to address spiritual needs.

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

The learner can:
1. identify when support would best be offered by **other members of the team**
2. liaise with other members of the team to provide identified support for the individual or key people.

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

The learner can:
1. carry out own role in an individual's care
2. contribute to addressing any distress experienced by the individual promptly and in agreed ways
3. adapt support to reflect the individual's changing needs or responses
4. assess when an individual and key people need to be alone.

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

The learner can:
1. explain why it is important to know about an individual's wishes for their after-death care
2. carry out **actions** immediately following a death that respect the individual's wishes and follow agreed ways of working
3. describe ways to support key people immediately following an individual's death.

Outcome 10   Be able to manage own feelings in relation to the dying or death of individuals

The learner can:
1. identify ways to manage own feelings in relation to an individual's dying or death
2. utilise support systems to deal with own feelings in relation to an individual's dying or death.

Unit 4222-332 Support individuals at the end of life (HSC 3048)

Additional guidance

- **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
- **Systems for advance care planning** may include:
  - Gold Standard Framework
  - Preferred Priorities for Care
- An **individual** is the person requiring end of life care
- **Key people** may include:
  - Family members
  - Friends
  - Others who are important to the well-being of the individual
- **Support organisations and specialist services** may include:
  - nursing and care homes
  - specialist palliative care services
  - domiciliary, respite and day services
  - funeral directors
- **Other members of the team** may include:
  - line manager
  - religious representatives
  - specialist nurse
  - occupational or other therapist
  - social worker
  - key people
- **Actions** may include:
  - Attending to the body of the deceased
  - Reporting the death through agreed channels
  - Informing key people
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-236 Prepare environments and resources for use during healthcare activities (HSC 3049)

Level: 2
Credit value: 3
UAN: R/601/8824

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 outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand how to prepare and manage environments and resources for use during healthcare activities
2. Be able to prepare environments, medical equipment, devices and resources for use during healthcare activities
3. Be able to ensure that environments and resources are ready for their next intended use

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 360 (Gen 6).

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Unit 4222-236   Prepare environments and resources for use during healthcare activities (HSC 3049)

Assessment Criteria

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

The learner can:

1. explain how the environment is prepared, maintained and cleaned to ensure it is ready for the healthcare activity
2. describe the roles and responsibilities of team members in the preparation and management of the environment and resources
3. explain how to investigate, make the necessary adjustments to and report problems with the environment
4. describe the impact of environmental changes on resources including their storage and use.

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

The learner can:

1. apply health and safety measures relevant to the healthcare activity and environment
2. apply standard precautions for infection prevention and control
3. ensure conditions within the immediate environment are set at levels which maintain individual comfort
4. ensure that all essential resources are available in advance of planned healthcare activities
5. ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out
6. report any problems with medical equipment, devices and resources as required
7. demonstrate the relevant equipment and medical devices are selected, prepared and functioning within the agreed parameters prior to use
8. prepare resources for the activity in line with clinical governance.

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

The learner can:

1. describe the importance of ensuring that environments are ready for their next use
2. outline the factors that influence the readiness of environments for use in health care activities
3. clean and make safe re-useable items prior to storage in accordance with agreed policies
4. dispose of used, damaged or out of date items safely
5. return un-opened, unused and surplus resources to the correct location for storage
6. monitor the available levels of consumable materials used in healthcare activities
7. replenish consumable materials used in healthcare activities in accordance with protocols
8. ensure all information is accurately recorded as specified in local policies.

Unit 4222-333 Prepare for and carry out extended feeding techniques (HSC 3050)

Level: 3
Credit value: 4
UAN: A/601/8980

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 outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand anatomy and physiology in relation to extended feeding
2. Understand extended feeding techniques
3. Understand legislation and agreed ways of working when using extended feeding techniques
4. Be able to manage risks relating to extended feeding
5. Be able to prepare for extended feeding
6. Be able to carry out and complete extended feeding techniques
7. Be able to maintain records and report on extended feeding

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS 17.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment.

Unit 4222-333 Prepare for and carry out extended feeding techniques (HSC 3050)

Assessment Criteria

Outcome 1 Understand anatomy and physiology in relation to extended feeding

The learner can:

1. explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding
2. explain the importance of fluid and nutritional balance to the health of individuals
3. describe **conditions** where feeding may be undertaken by extended methods.

Outcome 2 Understand extended feeding techniques

The learner can:

1. explain techniques for extended feeding
2. describe equipment and materials that may be used for extended feeding
3. describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences
4. describe how to recognise and deal with adverse reactions which may occur
   - during procedures
   - following procedures.

Outcome 3 Understand legislation and agreed ways of working when using extended feeding techniques

The learner can:

1. explain legislation, protocols and **agreed ways of working** that affect working practices related to extended feeding
2. explain the importance of following procedures exactly as specified.

Outcome 4 Be able to manage risks relating to extended feeding

The learner can:

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

Outcome 5   Be able to prepare for extended feeding

The learner can:

1. ensure that adequate and relevant fluids, feeds and equipment are available
2. confirm the identity of the individual prior to carrying out the activity
3. obtain **valid consent** from the individual prior to carrying out the planned activity
4. confirm equipment and materials are
   - appropriate to the procedure
   - fit for purpose
5. position an individual to ensure safety and comfort and facilitate the method of extended feeding.

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

The learner can:

1. attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual
2. carry out extended feeding **safely and according to the individual's plan of care**
3. observe an individual throughout the activity and respond to any adverse reactions
4. ensure the comfort of the individual following extended feeding.

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

The learner can:

1. complete **required records**
2. identify **others** who may be involved in reviewing the nutritional and fluid intake of an individual
3. report any findings about the process and the individual which may have an impact on the care plan.

Unit 4222-333 Prepare for and carry out extended feeding techniques (HSC 3050)

Additional guidance

- **Conditions** may be:
  - temporary
  - permanent
- **Agreed ways of working** will include policies and procedures and guidelines where these exist
- **Valid consent** must be in line with agreed UK country definition
- **Safely and according to the individual's plan of care** will include:
  - at an appropriate time
  - using agreed techniques
  - using equipment in line with safety instructions
  - optimising the individual's comfort and dignity and minimising pain and trauma
- **Required records** are those indicated in an individual's care plan and may include:
  - fluid balance
  - weight
  - skin condition
  - observations during extended feeding
  - adverse reactions
  - monitoring over time
- **Others** may include:
  - The individual
  - Family members
  - Advocate
  - Line manager
  - Other professionals

Unit 4222-334 Undertake tissue viability risk assessments (HSC 3051)

Level: 3
Credit value: 3
UAN: Y/601/9022

Unit aim

This unit is aimed at health and social care staff undertaking tissue viability risk assessment in relation to pressure area care and the risk of skin breakdown.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the need for tissue viability risk assessment
2. Be able to undertake tissue viability risk assessment
3. Be able to record and report on tissue viability risk assessment
4. Understand when the risk assessment should be reviewed

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS 4.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Unit 4222-334   Undertake tissue viability risk assessments (HSC 3051)

Assessment Criteria

Outcome 1   Understand the need for tissue viability risk assessment

The learner can:
1. describe the anatomy and physiology of healthy skin
2. describe the changes that occur when damage caused by pressure develops
3. explain when an initial tissue viability risk assessment may be required
4. describe what to look for when assessing the skin
5. describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown
6. describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown.

Outcome 2   Be able to undertake tissue viability risk assessment

The learner can:
1. identify individuals who may be at risk of impaired tissue viability and skin breakdown
2. apply standard precautions for infection prevention and control
3. inspect the general condition of an individual's skin
4. identify the sites where pressure damage might occur using appropriate assessment tools
5. complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy
6. use safe handling techniques when assisting the individual to move during the assessment
7. encourage the active participation of the individual and others where possible and appropriate.

Outcome 3   Be able to record and report on tissue viability risk assessment

The learner can:
1. complete tissue viability risk assessment documentation
2. share findings with appropriate staff and the individual
3. notify appropriate staff of any immediate concerns.

Outcome 4   Understand when the risk assessment should be reviewed

The learner can:
1. explain why the tissue viability risk assessment should be regularly reviewed and repeated
2. explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate due to changes in the individual's condition or environment.

Unit 4222-335 Undertake physiological measurements (HSC 3052)

Level: **3**
Credit value: **3**
UAN: **R/601/8662**

Unit aim

This unit is aimed at health & social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand relevant legislation, policy and good practice for undertaking physiological measurements
2. Understand the physiological states that can be measured
3. Be able to prepare to take physiological measurements
4. Be able to undertake physiological measurements
5. Be able to record and report results of physiological measurements

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS19.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit 4222-335   Undertake physiological measurements (HSC 3052)

Assessment Criteria

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

The learner can:

1. describe current legislation, national guidelines, organisational policies and protocols affecting work practice.

Outcome 2   Understand the physiological states that can be measured

The learner can:

1. explain the principles of blood pressure to include:
   - blood pressure maintenance
   - differentiation between systolic and diastolic blood pressure
   - normal limits of blood pressure
   - conditions of high or low blood pressure
2. explain the principles of body temperature to include:
   - body temperature maintenance
   - normal body temperature
   - pyrexia, hyper-pyrexia and hypothermia
3. explain the principles of respiratory rates to include:
   - normal respiratory rates
   - factors affecting respiratory rates in ill and well individuals
4. explain the principles of pulse rates to include:
   - normal pulse rates limits
   - factors affecting pulse rates – raising or lowering
   - pulse sites on the body
   - the requirement for pulse oximetry measurements
   - analysis and implication of pulse oximetry findings
5. explain the principles of body mass index (BMI) in relation to weight/dietary control
6. explain the major factors that influence changes in physiological measurements
7. explain the importance of undertaking physiological measurements.

Outcome 3   Be able to prepare to take physiological measurements

The learner can:

1. explain to the individual what measurements will be undertaken and why these are done
2. reassure the individual during physiological measurements process
3. answer questions and deal with concerns during physiological measurements process
4. explain the help individuals may need before taking their physiological measurements
5. explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
6. ensure all materials and equipment to be used are appropriately prepared
7. confirm the individual's identity and obtain **valid consent**.

Outcome 4   Be able to undertake physiological measurements

The learner can:

1. apply standard precautions for infection prevention and control
2. apply health and safety measures relevant to the procedure and environment
3. select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
4. monitor the condition of the individual throughout the measurement
5. respond to any significant changes in the individual's condition
6. follow the agreed process when unable to obtain or read a physiological measurement
7. identify any issues outside own responsibility and refer these to other colleagues.

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

The learner can:

1. explain the necessity for recording physiological measurements
2. explain a few common conditions which require recording of physiological measurements
3. demonstrate the correct process for reporting measurements that fall outside the normal levels
4. record physiological measurements taken accurately using the correct documentation.

Unit 4222-335   Undertake physiological measurements (HSC 3052)

Additional guidance

Valid consent must be in line with agreed UK country definition.

Unit 4222-336   Obtain venous blood samples (HSC 3053)

Level: 3
Credit value: 3
UAN: D/601/8860

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 outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand legislation, policy and good practice related to obtaining venous blood samples
2. Understand the anatomy and physiology relating to obtaining venous blood samples
3. Be able to prepare to obtain venous blood samples
4. Be able to obtain venous blood samples
5. Be able to prepare venous blood samples for transportation

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS132.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 3,4 and 5 must be assessed in a real work environment.

Unit 4222-336   Obtain venous blood samples (HSC 3053)

Assessment Criteria

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

The learner can:

1. describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples.

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

The learner can:

1. describe the structure of venous blood vessels
2. explain blood clotting processes and the factors that influence blood clotting
3. describe the position of venous blood vessels in relation to arteries, nerves and other structures.

Outcome 3   Be able to prepare to obtain venous blood samples

The learner can:

1. confirm the individual's identity and obtain **valid consent**
2. communicate with the individual in a manner which:
    *   provides relevant information
    *   provides support and reassurance
    *   addresses needs and concerns
    *   is respectful of personal beliefs and preferences
3. select and prepare appropriate equipment for obtaining the venous blood sample
4. select and prepare an appropriate site taking into account the individual's preferences.

Outcome 4   Be able to obtain venous blood samples

The learner can:

1. apply health and safety measures relevant to the procedure and environment
2. apply standard precautions for infection prevention and control
3. use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual
4. use the agreed procedure to obtain the venous blood sample to include:
    *   utilisation of containers
    *   required volume of blood
    *   correct sequence when obtaining multiple samples
    *   application and use of tourniquets at appropriate stages
    *   stimulation of blood flow or selection of alternative site where necessary
    *   utilisation of anti-coagulant with sample when necessary
5. respond to any indication of adverse reaction, complication or problem during the procedure
6. explain the correct procedure to deal with an arterial puncture when it occurs
7. terminate the blood collection procedure following guidelines and/or protocols to include:
    *   removal of blood collection equipment
    *   stopping blood flow
    *   stopping bleeding

- application of suitable dressing
- personal care advice to the individual.

Outcome 5   Be able to prepare venous blood samples for transportation

The learner can:

1. label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring:
   - legibility of labelling and documentation
   - temperature control of storage
   - immediacy of transportation.

Unit 4222-336 Obtain venous blood samples (HSC 3053)
Additional guidance

- **Valid consent** must be in line with agreed UK country definition

Unit 4222-337 Undertake urethral catheterisation processes (HSC 3054)

Level: 3
Credit value: 4
UAN: J/601/8979

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 outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation
2. Understand the relevant anatomy and physiology
3. Be able to prepare to insert urethral catheters
4. Be able to insert urethral catheters
5. Be able to monitor and care for the urethral catheter after insertion
6. Be able to care for and support the individual during and after the procedure

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS 8.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit 4222-337 Undertake urethral catheterisation processes (HSC 3054)

Assessment Criteria

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

The learner can:

1. describe the current legislation, national guidelines, and local policies and protocols which affect work practice
2. identify the correct procedures relating to urethral catheterisation
3. explain the conditions and constraints which might denote who undertakes this procedure and why
4. identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff
5. describe the ethical issues surrounding catheterisation, as applied to males and females.

Outcome 2 Understand the relevant anatomy and physiology

The learner can:

1. describe the anatomy and physiology of the male and / or female genito-urinary system.

Outcome 3 Be able to prepare to insert urethral catheters

The learner can:

1. identify the types of catheters that can be used
2. select an appropriate catheter
3. describe the local anaesthetic agents available for use when inserting urethral catheters
4. confirm the individual's identity and obtain **valid consent**.

Outcome 4 Be able to insert urethral catheters

The learner can:

1. ensure the individual's privacy and dignity is maintained at all times
2. apply standard precautions for infection control
3. apply health and safety measures relevant to the procedure and environment
4. insert the catheter safely and correctly, with minimal trauma to the individual including
   - securing the catheter
   - adjust it correctly
   - attach it correctly to the appropriate drainage system.

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

The learner can:

1. monitor the catheterisation equipment and materials to check they are functioning correctly
2. empty draining bags
3. measure and record the amount of urine collected immediately after insertion and as often as required according to care plan
4. maintain cleanliness of the catheter and surrounding area through regular hygiene care as required
5. take appropriate action to remedy any problems when these arise.

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

The learner can:

1. assess how comfortable the individual taking steps to improve the individual's comfort during and after the procedure
2. identify adverse effects and appropriate actions
3. communicate information to the individual on the care of the catheter and attachments
4. demonstrate sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity.

Unit 4222-337 Undertake urethral catheterisation processes (HSC 3054)

Additional guidance

- **Valid consent** must be in line with agreed UK country definition.

Unit 4222-404 Identify the physical health needs of individuals with mental health needs and plan appropriate actions (HSC 3055)

Level: 4

Credit value: 5

UAN: A/601/9174

Unit aim

This unit applies to anyone responsible for identifying the physical health needs of individuals with mental health needs and determining courses of action to promote their physical health.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how to assess the physical health needs of individuals with mental health needs
2. Be able to carry out assessments of the physical health needs of individuals with mental health needs
3. Be able to record the outcome of assessments
4. Be able to plan actions needed following physical health assessments
5. Be able to identify resources and services needed by individuals following physical health assessments
6. Be able to make referrals

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 364 (MH18).

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-404 Identify the physical health needs of individuals with mental health needs and plan appropriate actions (HSC 3055)

Assessment Criteria

Outcome 1 Understand how to assess the physical health needs of individuals with mental health needs

The learner can:
1. analyse how physical and mental health needs may be linked and may impact on one another
2. describe needs-led assessment and person-centred planning
3. describe legislation, policies and procedures that apply to the assessment process.

Outcome 2 Be able to carry out assessments of the physical health needs of individuals with mental health needs

The learner can:
1. obtain **valid consent**
2. carry out an assessment of an individuals' physical health needs in line with **agreed ways of working**
3. communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
4. explain why it is important to consider all information gathered during the assessment process as a whole
5. identify where the outcomes of the assessment require further advice, investigation or referral.

Outcome 3 Be able to record the outcome of assessments

The learner can:
1. record assessments in line with agreed ways of working
2. explain why agreement on sharing of information with others may conflict with the wishes of the individual
3. discuss the content of the assessment records with the individual.

Outcome 4 Be able to plan actions needed following physical health assessments

The learner can:
1. describe the actions that could be taken to meet the individual's needs identified by the assessment
2. identify the risks attached to various courses of action
3. plan actions to be taken in line with agreed ways of working.

Outcome 5 Be able to identify resources and services needed by individuals following physical health assessments

The learner can:
1. identify the resources and/or services required by the individual as a result of the assessment
2. give an example of a situation where an individual's needs should be met even when it is difficult to secure resources.

Outcome 6   Be able to make referrals

The learner can:
1. obtain and record valid consent where referral is required
2. make referrals in line with agreed ways of working
3. describe why a referral may be refused.

Unit 4222-404 Identify the physical health needs of individuals with mental health needs and plan appropriate actions (HSC 3055)

Additional guidance

- **Valid consent** must be in line with agreed UK country definition
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-338 Support families in maintaining relationships in their wider social structures (HSC 3056)

Level: 3
Credit value: 4
UAN: K/601/9185

Unit aim

This unit is aimed at those working with families. It focuses on promoting social inclusion through encouraging and supporting families to use services and maintain social contacts within the community. The approach promoted through this unit is collaborative, non-directive and enabling and recognises the rights of families to make their own decisions and choices and to be supported in following these through.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of social interactions and relationships for families of people with specific needs
2. Understand the issues surrounding discrimination
3. Be able to support families to access opportunities for social contact within their wider social structures
4. Be able to support families to maintain social contacts within their wider social structures

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 390 (MH 12).

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-338 Support families in maintaining relationships in their wider social structures (HSC 3056)

Assessment Criteria

Outcome 1   Understand the importance of social interactions and relationships for families of people with specific needs

The learner can:
1. explain why social contacts are important and should be encouraged
2. analyse the effects of isolation
3. evaluate sources of information on social structures.

Outcome 2   Understand the issues surrounding discrimination

The learner can:
1. recognise attitudes, beliefs and assumptions which can lead to stigma and discrimination
2. analyse the forms which discrimination may take
3. describe the behaviours which may be expressions of discrimination and how these may differ between different groups and in different settings.

Outcome 3   Be able to support families to access opportunities for social contact within their wider social structures

The learner can:
1. engage with a family in a way that encourages trust and mutual respect
2. identify opportunities for social contact in a family's environment
3. encourage a family to seek out services within their community
4. support a family to use available services in the community.

Outcome 4   Be able to support families to maintain social contacts within their wider social structures

The learner can:
1. provide opportunities for a family to express their needs for, and interests in, maintaining social contacts
2. provide a family with opportunities to discuss their experiences of maintaining relationships
3. provide a family with relevant information and support to enable them to recognise and deal constructively with stigma and discrimination
4. assist a family to overcome any problems they are experiencing in maintaining social contacts in line with organisational policies and values
5. support a family in challenging any discrimination and barriers within services in their community
6. support a family in making any transitions when services become unavailable or no longer meet their needs.

Unit 4222-405 Work with families, carers and individuals during times of crisis (HSC 3057)

Level: 4
Credit value: 5
UAN: F/601/9029

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 outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis
2. Be able to develop risk management strategies when working with individuals, carers and families in times of crisis
3. Be able to respond during times of crisis
4. Be able to review the outcomes of requests for action during times of crisis

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC392 (MH13).

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles
Learning outcomes 2, 3 and 4 must be assessed in a real work environment

Unit 4222-405 Work with families, carers and individuals during times of crisis (HSC 3057)

Assessment Criteria

Outcome 1 Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis

The learner can:

1. describe current legislation relevant to risk assessment and risk management
2. describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider
3. explain the different types of support and intervention available to individuals, carers and families in times of crisis
4. explain the **factors** that influence the kinds of support offered.

Outcome 2 Be able to develop risk management strategies when working with individuals, carers and families in times of crisis

The learner can:

1. assess the risk of crisis situations occurring
2. encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy
3. provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy
4. formulate a risk management strategy using risk assessments
5. ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties
6. complete documentation in line with **agreed ways of working**.

Outcome 3 Be able to respond during times of crisis

The learner can:

1. evaluate the seriousness and urgency of a request for action
2. work with families, carers and individuals to agree the response to a crisis situation
3. record and communicate the agreed actions
4. implement agreed actions promptly in line with agreed ways of working.

Outcome 4 Be able to review the outcomes of requests for action during times of crisis

The learner can:

1. explain how to conduct a valid, reliable and comprehensive review
2. review outcomes of actions taken and decisions made
3. analyse the results of the review to inform future risk management strategies and actions to be taken.

Unit 4222-405   Work with families, carers and individuals during times of crisis (HSC 3057)

Additional guidance

- **Factors** include:
  - economic and social factors
  - any illnesses which the individual may have
  - risk assessment
  - restrictions which may apply under legislation.
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-339 Enable individuals with behavioural difficulties to develop strategies to change their behaviour (HSC 3058)

Level: 3
Credit value: 8
UAN: L/601/9034

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 outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour
2. Understand the factors that influence behaviour
3. Be able to work with individuals to recognise the impact of their behaviour on others
4. Be able to enable people to develop strategies for changing behavioural responses
5. Be able to evaluate and review strategies for changing behavioural responses

Guided learning hours

It is recommended that **41** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 396 (MH45)/HSC 397 (MH27)-partially.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles
Learning outcomes 3, 4 and 5 must be assessed in a real work environment

Unit 4222-339   Enable individuals with behavioural difficulties to develop strategies to change their behaviour (HSC 3058)

Assessment Criteria

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

The learner can:

1. describe how legislation affects policy and practice when working with individuals to manage their behaviour
2. describe the **methods and approaches** available to help an individual change their behaviour.

Outcome 2   Understand the factors that influence behaviour

The learner can:

1. explain how different **factors relating to the individual** can affect behaviour
2. describe the potential effects of the environment and the behaviour of others on individuals.

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

The learner can:

1. describe why it is important to establish a professional relationship with an individual and **others** when working on behaviour management
2. work with individuals and others to gather and review information
3. support the individual and others significant to the individual to recognise their behavioural responses to different situations
4. encourage the individual to consider the impact of their behaviour.

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

The learner can:

1. work with an individual to identify and agree the factors which will motivate them to change their behaviour
2. explain to an individual the positive outcomes of changing behaviours
3. support an individual to identify situations and circumstances which trigger specific behavioural responses
4. explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to change
5. work with the individual to identify and agree coping strategies they are willing to use
6. support an individual to develop and practise the agreed strategies and to sustain their motivation
7. record the individual's agreement and motivation to change their behaviour in line with **agreed ways of working**
8. list any potential barriers to progress and ways in which these barriers can be addressed
9. describe the additional advice and support available when an individual does not engage with the process.

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

The learner can:

1. conduct regular reviews
2. assist the individual and others significant to the individual to evaluate the effectiveness of strategies for changing behavioural responses
3. use the positive outcomes identified through the review process to motivate the individual
4. give constructive feedback on progress
5. encourage individuals to find ways in which to sustain their behaviour change
6. record what has and has not been achieved and identify any future work required
7. report the results of the review to all those who have a right and need to receive them.

Unit 4222-339 Enable individuals with behavioural difficulties to develop strategies to change their behaviour (HSC 3058)

Additional guidance

- **Methods and approaches** include:
  - o Motivational interviewing
  - o Cognitive behavioural therapy
  - o Solution focused therapy
  - o Adult learning methods.
- **Factors relating to the individual** may include:
  - o culture
  - o gender
  - o beliefs
  - o personality
  - o illness
  - o side effects of medication.
- **Others** may include:
  - o family members
  - o other health and social care workers
  - o others who are important to the individual's well-being
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-340 Help individuals address their substance use through an action plan (HSC 3061)

Level: 3
Credit value: 4
UAN: J/601/9968

Unit aim

This unit is aimed at those who support individuals with drug or alcohol problems to develop and review their action plans.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the background relating to substance use to support the development of an action plan
2. Be able to develop an action plan with individuals
3. Be able to review the action plan with individuals

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 431.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2 and 3 must be assessed in a real work environment.

Unit 4222-340 Help individuals address their substance use through an action plan (HSC 3061)

Assessment Criteria

Outcome 1 Understand the background relating to substance use to support the development of an action plan

The learner can:

1. explain the reasons for substance use.
2. explain the specific needs and issues of substance users
3. describe the range of behaviours that you may experience from substance users
4. describe the risks substance users may pose to themselves and others
5. explain how to minimise the risks
6. explain the implications of mental health issues in relation to substance use
7. identify commonly used examples of substance misuse jargon/terminology.

Outcome 2 Be able to develop an action plan with individuals

The learner can:

1. provide opportunities for the individual to contribute to the development of the action plan
2. confirm that the individual understands the information provided
3. agree the process for reviewing the action plan with the individual
4. provide an action plan that reflects the current circumstances of the individual
5. record the action plan according to **agreed ways of working**.

Outcome 3 Be able to review the action plan with individuals

The learner can:

1. gather and record information relating to individual's progress
2. provide opportunities to review the action plan with an individual
3. identify with the individual the outcomes that have been met and those still to be achieved
4. identify and agree the next stages with the individual.

Unit 4222-340 Help individuals address their substance use through an action plan (HSC 3061)

Additional guidance

- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-341 Interact with and support individuals using telecommunications (HSC 3062)

Level: 3
Credit value: 5
UAN: Y/601/8825

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 outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the legal and local requirements relating to the use of telecommunications when supporting individuals
2. Be able to use telecommunication technology
3. Be able to use engage with individuals using telecommunications
4. Be able to use identify and evaluate any risks or dangers for individuals during the interaction
5. Be able to use terminate the interaction

Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 353.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit 4222-341 Interact with and support individuals using telecommunications (HSC 3062)

Assessment Criteria

Outcome 1 Understand the legal and local requirements relating to the use of telecommunications when supporting individuals

The learner can:

1. describe the legal and local requirements and policies relevant to the functions being carried out
2. explain the rights of the individual being supported using telecommunications.

Outcome 2 Be able to use telecommunication technology

The learner can:

1. use different types of telecommunication technology
2. explain how interactions may differ depending on the type of telecommunication technology used
3. respond to individuals according to organisational policies
4. record details of interactions in the appropriate system.

Outcome 3 Be able to use engage with individuals using telecommunications

The learner can:

1. engage with the individual without face to face interaction including:
   - providing opportunities to sustain the interaction
   - providing reassurance of continued interest
   - encouraging individuals to share their concerns
   - responding to the individual's immediate requirements at each stage during the interaction
   - recognising where anonymity may encourage them to respond
2. provide information about the service and confirm its appropriateness to the individual
3. identify the significance of the circumstances the individual is in
4. encourage callers to provide additional information about their situation or requirements
5. maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service
6. comply with legal and organisational requirements and policies relevant to the functions being carried out.

Outcome 4 Be able to use identify and evaluate any risks or dangers for individuals during the interaction

The learner can:

1. identify the types of risks or dangers different individuals might face
2. evaluate the implications of any risk or dangers facing an individual, including:
   - the circumstances in which the interaction is being made
   - the types of problems which could occur
   - the significance of any signs of increased stress during interactions
   - whether there are any constraints on individuals
   - the appropriate action to deal with any risks, dangers or problems.

Outcome 5 Be able to use terminate the interaction

The learner can:

1. demonstrate how to end interactions including:
   - identifying when to close the interaction
   - providing clear information to the individual on the reasons for ending the interaction
   - operating to the guidelines and procedures of the organisation
   - explaining what further action may be taken
2. identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
3. record and check the individual's demographic details
4. identify why recording and checking details might be required before ending/transferring the call.

Unit 4222-406 Implement the Positive Behavioural Support model (HSC 3065)

Level: **4**
Credit value: **8**
UAN: **T/601/9738**

Unit aim

This unit is aimed at those working with individuals who have complex needs/continuing health care/severe challenging behaviour. It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model.

Learning outcomes

There are **ten** learning outcomes to this unit. The learner will:
1. Understand the context of the Positive Behavioural Support model
2. Understand the term 'challenging behaviour'
3. Understand the context in which challenging behaviour occurs
4. Be able to contribute to the functional analysis in relation to an individual's challenging behaviour
5. Understand the key characteristics of Positive Behavioural Support
6. Be able to implement primary prevention strategies
7. Be able to use a person centred approach to develop plans that promote participation
8. Be able to implement secondary prevention strategies
9. Be able to implement non aversive reactive strategies
10. Be able to understand and implement positive Behavioural Support Plans

Guided learning hours

It is recommended that **61** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 326, 337 and 398.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess assessment criteria 6.2, 8.5 and 9.5 if real wok assessment is not possible.

Unit 4222-406   Implement the Positive Behavioural Support model (HSC 3065)

Assessment Criteria

Outcome 1   Understand the context of the Positive Behavioural Support model

The learner can:

1. explain how **Positive Behavioural Support** has been influenced by:
   - **Applied Behaviour Analysis** (ABA)
   - **Social Role Valorisation** (SRV)
2. summarise current legislation and policy guidance relating to Positive Behavioural Support.

Outcome 2   Understand the term 'challenging behaviour'

The learner can:

1. define the term **'challenging behaviour'**
2. explain the reasons for the term challenging behaviour coming into use
3. analyse key **factors** that lead to a behaviour being defined as challenging.

Outcome 3   Understand the context in which challenging behaviour occurs

The learner can:

1. summarise key **environmental risk factors** for challenging behaviours
2. explain how slow and fast **triggers** contribute to challenging behaviour
3. analyse the role of **reinforcement** in maintaining behaviour
4. explain the **time intensity model**.

Outcome 4   Be able to contribute to the functional analysis in relation to an individual's challenging behaviour

The learner can:

1. describe the key components of functional analysis
2. explain the key methods of analysing behaviour
3. complete accurate records of behaviour using a **structured method**
4. identify environmental risk factors for an individual's challenging behaviour
5. identify possible slow and fast triggers for an individual's challenging behaviour
6. identify factors that may contribute to reinforcement of an individual's challenging behaviour
7. evaluate the importance of **functional analysis** in effective person centred behavioural intervention for individuals.

Outcome 5   Understand the key characteristics of Positive Behavioural Support

The learner can:

1. describe the key characteristics of Positive Behavioural Support
2. explain the role within Positive Behavioural Support of:
   - **primary prevention** strategies
   - **secondary prevention** strategies
   - **non aversive reactive strategies**
3. explain the importance of **social validity** in the Positive Behavioural Support model.

Outcome 6   Be able to implement primary prevention strategies

The learner can:

1. summarise the key primary prevention strategies
2. implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice
3. explain the importance of effective communication and **positive interaction** in primary prevention for individuals
4. positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity
5. use effective communication with an individual to promote positive behaviour
6. evaluate the social validity of an agreed primary prevention strategy for an individual.

Outcome 7   Be able to use a person centred approach to develop plans that promote participation

The learner can:

1. explain how **Active Support** can help prevent challenging behaviour by improving an individual's quality of life
2. analyse the role of structure and daily planning in primary prevention for individuals
3. **review** an individual's daily activities to identify areas for increasing participation and choice
4. review an individual's routine to identify opportunities for increasing participation and choice
5. develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task
6. work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities.

Outcome 8   Be able to implement secondary prevention strategies

The learner can:

1. summarise key secondary prevention strategies
2. explain when secondary prevention strategies should be used with individuals
3. identify early warning signs of behavioural agitation in an individual
4. identify possible secondary prevention strategies that may be used with an individual
5. implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences.

Outcome 9 Be able to implement non aversive reactive strategies

The learner can:

1. explain when reactive strategies should be used with individuals
2. describe the key characteristics and types of reactive strategies
3. assess the risks in the use of reactive strategies
4. identify possible reactive strategies that may be used for an individual
5. implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
6. establish an individual's preferred **post–incident support**
7. identify own preferred post-incident support.

Outcome 10 Be able to understand and implement positive Behavioural Support Plans

The learner can:

1. explain the purpose and importance of **Positive Behaviour Support Plans** for individuals
2. identify the key components of a positive Behaviour Support Plan for individuals
3. implement agreed procedures in an individual's Positive Behavioural Support Plan
4. contribute to the review of an individual's Positive Behavioural Support Plan.

Unit 4222-406   Implement the Positive Behavioural Support model (HSC 3065)

Additional guidance

- **Positive Behavioural Support**

  An approach to supporting individuals who challenge that combines the technology of Applied Behaviour Analysis with the values base of Social Role Valorisation and the individualised focus of Person-Centred Planning.

- **Applied Behaviour Analysis (ABA)** A scientific process of examining what causes and maintains behaviour, in order to bring about positive change.

- **Social Role Valorisation (SRV)**

  Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.

- **Challenging behaviour** may include behaviours that are:
  - Repetitive / obsessive
  - Withdrawn
  - Aggressive
  - Self-injurious
  - Disruptive
  - Anti-social or illegal
  - Verbally abusive

- **Factors** that lead to behaviour being defined as challenging may include
  - culture
  - competence and capacity of settings
  - social norms
  - frequency, intensity and duration of the behaviour
  - ability to communicate effectively

- **Environmental risk factors** will include features that are physical or social, such as:
  - Uncomfortable levels of stimulation (eg too busy, boring)
  - Institutional-style setting (eg block treatment, rigid routines)
  - Poor service organisation (eg. inexperienced carers)
  - Inappropriate social environment (eg overly restrictive, limited choice)
  - Environmental pollutants (eg. temperature, noise levels)

- **Triggers** are factors that make challenging behaviours more likely to occur. They include:
  - Slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed.
  - Fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate.

- **Reinforcement** strengthens behaviour and is of two types – positive and negative. Positive reinforcement works because individuals gain access to things or events that they like or want while negative reinforcement works because individuals get rid of things that they don't like.

- **Time intensity model**

  The stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.

- **Functional analysis**

  The process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures.

- **Structured methods**

  Measures for monitoring and recording behaviour; may include
  - ABC charts
  - Scatterplots
  - Incident forms
  - Behaviour monitoring forms
  - Direct observation

- **Primary prevention**

  Proactive strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.

- **Secondary prevention**

  Strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

- **Non-aversive reactive strategies** are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

- **Social validity** refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

- **Positive interaction** concerns the performance of those supporting an individual. It consists of providing different levels of help, breaking activities into manageable steps; and positive reinforcement to promote participation.

- **Levels of help**

  Graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.

- **Active Support**

  A person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

- **Review** should take place involving the individual as much as is possible

- **Post-incident support** may include:
  - Emotional support
  - Time away from the setting
  - First aid
  - Quiet time
  - Space
  - Temporary redeployment
  - Additional training
  - Personal reflection
  - Counselling
  - Opportunity to express feelings

- **Positive Behaviour Support Plan**

  A document containing the key information that those who support individuals with challenging behaviour must have, in order to provide consistent support on a daily basis.

Unit 4222-342 Support positive risk taking for individuals (HSC 3066)

Level: 3
Credit value: 4
UAN: L/601/9549

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 positive risk-taking to benefit individuals.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the importance of risk taking in everyday life
2. Understand the importance of a positive, person-centred approach to risk assessment
3. Understand the legal and policy framework underpinning an individual's right to make decisions and take risks
4. Be able to support individuals to make decisions about risks
5. Be able to support individuals to take risks
6. Understand duty of care in relation to supporting positive risk-taking

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 3117.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-342 Support positive risk taking for individuals (HSC 3066)

Assessment Criteria

Outcome 1   Understand the importance of risk taking in everyday life

The learner can:

1. explain ways in which risk is an integral part of everyday life
2. explain why **individuals** may have been discouraged or prevented from taking risks
3. describe the links between risk-taking and responsibility, empowerment and social inclusion.

Outcome 2   Understand the importance of a positive, person-centred approach to risk assessment

The learner can:

1. explain the process of developing a positive person-centred approach to risk assessment
2. explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
3. explain how a service focused approach to risk assessment would differ from a person-centred approach
4. identify the consequences for individuals of a service focused approach to risk-assessment.

Outcome 3   Understand the legal and policy framework underpinning an individual's right to make decisions and take risks

The learner can:

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

Outcome 4   Be able to support individuals to make decisions about risks

The learner can:

1. support an individual to recognise potential risk in **different areas of their life**
2. support the individual to balance choices with their own and **others'** health, safety and wellbeing
3. describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks
4. record all discussions and decisions made relating to supporting the individual to take risks.

Outcome 5   Be able to support individuals to take risks

The learner can:

1. complete a risk assessment with an individual following **agreed ways of working**
2. communicate the content of the risk assessment to others
3. support the individual to take the risk for which the assessment has been completed
4. review and revise the risk assessment with the individual
5. evaluate with the individual how taking the identified risk has contributed to their well being.

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

The learner can:

1. explain how the principle of duty of care can be maintained while supporting individuals to take risks
2. describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger.

Unit 4222-342 Support positive risk taking for individuals (HSC 3066)

Additional guidance

- An **individual** is someone requiring care or support
- **Different areas of their life** may include
  - Health
  - Social
  - Financial
- **Others** may include
  - Colleagues
  - Families or carers
  - Friends
  - Other professionals
  - Members of the public
  - Advocates
- **Agreed ways of working** will include polices and procedures where these exist.

Unit 4222-250 Support individuals to maintain personal hygiene (LD 206 C)

Level: **2**
Credit value: **2**
UAN: **K/601/9963**

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 an individual in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as potential contributory factors to poor personal hygiene.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand the importance of good personal hygiene
2. Be able to support individuals to maintain personal hygiene
3. Understand when poor hygiene may be an indicator of other underlying personal issues

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 27, 29, 218, 219, 220.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcome 2 must be assessed in a real work environment.

Unit 4222-250 Support individuals to maintain personal hygiene (LD 206 C)

Assessment Criteria

Outcome 1   Understand the importance of good personal hygiene

The learner can:

1. explain why personal hygiene is important
2. describe the effects of poor personal hygiene on health and well-being.

Outcome 2   Be able to support individuals to maintain personal hygiene

The learner can:

1. support an individual to understand **factors** that contribute to good personal hygiene
2. address personal hygiene issues with the individual in a sensitive manner without imposing own values
3. support the individual to develop awareness of the effects of poor hygiene on others
4. support the **preferences and needs** of the individual while maintaining their independence
5. describe how to **maintain dignity** of an individual when supporting intimate personal hygiene
6. identify **risks** to own health in supporting an individual with personal hygiene routines
7. reduce risks to own health when supporting the individual with personal hygiene routines
8. identify **others** who may be involved in supporting the individual to maintain personal hygiene.

Outcome 3   Understand when poor hygiene may be an indicator of other underlying personal issues

The learner can:

1. identify underlying personal issues that may be a cause of poor personal hygiene
2. describe how **underlying personal issues** might be addressed.

Unit 4222-250 Support individuals to maintain personal hygiene (LD 206 C)

Additional guidance

- An **individual** is someone requiring care or support
- **Factors** may include:
  - Washing
  - Showering/bathing
  - Washing hair
  - Cleaning clothes
  - Keeping nails clean
  - Washing hands after using the toilet
- **Preferences and needs** will include any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion
- **Maintaining dignity** includes
  - privacy
  - having trust on both sides
  - being professional
  - awareness of abuse
  - averting eye contact to avoid embarrassment
  - being gentle
  - being able to empathise
- **Risks** – from infection and reduction through infection control techniques
- **Others** may include
  - The individual
  - Colleagues
  - Families or carers
  - Friends
  - Other professionals
  - Members of the public
  - Advocates
- **Underlying personal issues** may include
  - financial issues
  - abuse
  - health issues

Unit 4222-373 Support person-centred thinking and planning (LD 302)

Level: 3
Credit value: 5
UAN: A/601/7215

Unit aim

This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Understand the principles and practice of person-centred thinking, planning and reviews
2. Understand the context within which person-centred thinking and planning takes place
3. Understand own role in person-centred planning
4. Be able to apply person-centred planning in relation to own life
5. Be able to implement person-centred thinking, planning and reviews

Guided learning hours

It is recommended that **41** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to NOS HSC 36.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles
Learning outcome 5 must be assessed in a real work situation.

Unit 4222-373   Support person-centred thinking and planning (LD 302)

Assessment Criteria

Outcome 1   **Understand the principles and practice of person-centred thinking, planning and reviews**

The learner can:

1. explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning
2. explain the benefits of using person-centred thinking with individuals
3. explain the beliefs and values on which person-centred thinking and planning is based
4. explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning
5. explain how person-centred thinking tools can form the basis of a person-centred plan
6. describe the key features of different styles of person-centred planning and the contexts in which they are most useful
7. describe examples of person-centred thinking tools, their purpose, how and when each one might be used
8. explain the different ways that one page profiles are used.

Outcome 2   **Understand the context within which person-centred thinking and planning takes place**

The learner can:

1. interpret current policy, legislation and guidance underpinning person-centred thinking and planning
2. analyse the relationship between person-centred planning and the commissioning and delivery of services
3. describe how person-centred planning and person-centred reviews influence strategic commissioning
4. explain what a person-centred team is
5. explain how person-centred thinking can be used within a team
6. analyse how to achieve successful implementation of person-centred thinking and planning across an organisation
7. describe the role of the manager in implementing person-centred thinking and planning
8. explain how this relates to the role of a facilitator.

Outcome 3   **Understand own role in person-centred planning**

The learner can:

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

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

The learner can:

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

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

The learner can:

1. demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams
2. show that the plan and process are owned by individual
3. demonstrate how person-centred thinking tools can be used to develop a person-centred plan
4. use information from a person-centred review to start a person-centred plan
5. use person-centred thinking to enable individuals to choose those who support them
6. support the individual and others involved to understand their responsibilities in achieving actions agreed
7. demonstrate a successful person-centred review.

Unit 4222-373 Support person-centred thinking and planning (LD 302)

Additional guidance

- An **individual** is someone requiring care or support.
- **Person-centred thinking tools** include:
  - Important to/for (recorded as a one page profile)
  - Working/Not working
  - The doughnut
  - Matching staff
  - Relationship circle
  - Communication charts
  - 4 plus 1 questions
  - Citizenship tool
  - Decision making agreement
  - Presence to contribution
  - Dreaming.
- **Community connecting related tools**:
  - Who am I? My gifts and capacities
  - Hopes and Fears
  - Mapping our network
  - Passion audit
  - Capacity mapping
  - Who am I – My places.
- **Person-centred teams** – A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.
- **Person-centred plan** may include an Essential Lifestyle Plan.
- **Others** may include
  - The individual
  - Colleagues
  - Families or carers
  - Friends
  - Other professionals
  - Members of the public
  - Advocates.

Unit 4222-374 Promote active support (LD 303)

Level: 3

Credit value: 5

UAN: D/601/7353

Unit aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and providing direct support and assistance to individuals.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how active support translates values into person-centred practical action with an individual
2. Be able to interact positively with individuals to promote participation
3. Be able to develop and implement person-centred daily plans to promote participation
4. Be able to use person-centred records to evaluate an individual's participation in activities

Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 328, 329, 339, 344.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2, 3, and 4 must be assessed in real work environment.

Unit 4222-374 Promote active support (LD 303)
Assessment Criteria

Outcome 1 Understand how active support translates values into person-centred practical action with an individual

The learner can:
1. compare the characteristics associated with active support and the hotel model in relation to an individual's support
2. identify practical changes that could be made within a service setting to:
   * promote an individual's independence
   * support informed choices
   * improve quality of life.

Outcome 2 Be able to interact positively with individuals to promote participation

The learner can:
1. assess the levels of help an individual would need to participate in a range of new activities
2. use task analysis to break a range of new activities into manageable steps for an individual
3. evaluate different ways of positively reinforcing an individual's participation in a range of new activities
4. demonstrate positive interaction with an individual to promote successful participation in a range of new activities.

Outcome 3 Be able to develop and implement person-centred daily plans to promote participation

The learner can:
1. develop daily plans with the individual and others to ensure a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement
2. support the implementation of daily plans that promote an individual's participation in a range of activities
3. review and revise an individual's daily plan with the individual and others to increase the opportunities for participation.

Outcome 4 Be able to use person-centred records to evaluate an individual's participation in activities

The learner can:
1. develop a person-centred record to monitor an individual's participation in activities
2. review an individual's participation in activities to assess changes over time
3. evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle
4. explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life.

Unit 4222-374 Promote active support (LD 303)

Additional guidance

- **Active Support** is a person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.
- **Person-centred** reflects what is important to individuals and helps them to live the life they choose.
- **Individual** is someone requiring care or support.
- **Hotel model** refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities.
- **Levels of help** refer to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.
- **Task analysis** refers to breaking down tasks into small, manageable steps as in recipes or DIY guides. The size of each step or number of steps for a specific task should vary according to the individual's ability or need for support.
- **Positively reinforcing** refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (eg. Drinking a cup of tea the individual has just made) or other things that the individual particularly likes (eg. Praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.
- **Positive interaction** refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.
- **Others** may include
  - The individual
  - Colleagues
  - Families or carers
  - Friends
  - Other professionals
  - Members of the public
  - Advocates
- **Valued range of activities** refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.
- **Disengagement** means doing no constructive or meaningful activity, and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact.
- **Valued lifestyle** refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

Unit 4222-377 Support individuals with a learning disability to access healthcare (LD 308)

Level: 3
Credit value: 3
UAN: J/601/8657

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.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare
2. Understand the function of different healthcare services that an individual with learning disabilities may need to access
3. Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access
4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities
5. Be able to complete and review plans for healthcare
6. Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services
7. Be able to support an individual with learning disabilities when accessing a variety of healthcare services

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked toHSC 313, 330, 364.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Learning Outcomes 5 and 7 must be assessed in a real work environment.

Unit 4222-377 Support individuals with a learning disability to access healthcare (LD 308)

Assessment Criteria

Outcome 1 Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare

The learner can:

1. describe what is meant by a rights based approach to accessing healthcare
2. outline the main points of legislation that exists to support a rights based approach
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
4. explain different ways to support an individual to give informed consent in line with legislation, policies or guidance
5. explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities.

Outcome 2 Understand the function of different healthcare services that an individual with learning disabilities may need to access

The learner can:

1. explain the work of healthcare services that an individual with learning disabilities may need to access
2. explain how an individual can access each type of healthcare service.

Outcome 3 Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access

The learner can:

1. describe the role and responsibility of professionals working in different types of healthcare services.

Outcome 4 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities

The learner can:

1. explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities
2. explain the range of health checks available to individuals to support good health and well being
3. explain the importance of routine healthcare checks.

Outcome 5 Be able to complete and review plans for healthcare

The learner can:

1. identify who needs to be involved in the process of completing and reviewing plans for healthcare
2. complete plans for healthcare with an individual or significant others if appropriate
3. review plans for healthcare with an individual or significant others if appropriate.

Outcome 6 **Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services**

The learner can:

1. describe barriers to accessing healthcare services that an individual with learning disabilities may experience
2. explain ways to overcome barriers to accessing healthcare services
3. explain why an individual with learning disabilities may face additional barriers when accessing healthcare services.

Outcome 7 **Be able to support an individual with learning disabilities when accessing a variety of healthcare services**

The learner can:

4. use a person-centred approach to support an individual to access healthcare services
5. provide accessible information related to healthcare to individuals
6. work with others when supporting an individual to access healthcare services
7. support individuals in a range of practical healthcare situations
8. support the individual to make safe choices with regard to treatments and medication
9. record details of a healthcare visit in a format that an individual with learning disabilities can understand
10. identify an individual's needs to healthcare professionals to ensure that the service can be accessed.

Unit 4222-377 Support individuals with a learning disability to access healthcare (LD 308)

Additional guidance

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

- **Healthcare services** may include:
  o primary healthcare services
  o acute healthcare services
  o specialist healthcare services
  o community healthcare services.
- **Plans for healthcare** – In England this refers to / should include Health Action Plans
- **Others** and Significant others may include
  o The individual
  o Colleagues
  o Families or carers
  o Friends
  o Other professionals
  o Members of the public
  o Advocates.
- **Person-centred** reflects what is important to individuals and helps them to live the life they choose.
- **Practical healthcare situations** includes:
  o Making and keeping a routine health check appointment
  o Making a complaint about a healthcare professional
  o Describing pain or other symptoms to a healthcare professional
  o Spending a night in hospital and having a medical procedure.
- **Treatments and medication** may include: complementary therapies, self-medicating, over the counter medicine.

Unit 4222-379 Support young people with a disability to make the transition into adulthood (LD 311 C)

Level: 3
Credit value: 5
UAN: F/602/0049

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 support young people with a disability to move from childhood into adulthood.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the steps and stages of moving from childhood into adulthood
2. Understand how having a disability may affect the process of moving from childhood into adulthood
3. Know the options for supporting a young person who has a disability to make the transition into adulthood
4. Be able to support a young person with a disability through transition into adulthood
5. Be able to support a young person to reflect on the transition

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 310, 329, 332, 344, 412.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Unit must be assessed in line with Skills for Care and Development QCF Assessment Principles.
Learning outcomes 4 and 5 must be assessed in a real work environment..

Unit 4222-379   Support young people with a disability to make the transition into adulthood (LD 311 C)

Assessment Criteria

Outcome 1   Understand the steps and stages of moving from childhood into adulthood

The learner can:

1. identify the range of physical, social and emotional changes which occur for young people as they move into adulthood
2. explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities
3. explain how culture may impact on the process of moving from childhood into adulthood
4. explain theories about change and how this can affect a young person with a disability.

Outcome 2   Understand how having a disability may affect the process of moving from childhood into adulthood

The learner can:

1. explain, giving examples, the potential effects of the transition process on young people with disabilities and their **families**
2. identify challenges young people with a disability might have in understanding and coping with change
3. outline the methods that can be used to support a young person with a disability to cope with changes
4. explain how **legislation and local and national practice guidelines** affect the planning of the transition for a young person with a disability from childhood into adulthood
5. describe the legislation that affects the right of a young person with a disability to make decisions about their life.

Outcome 3   Know the options for supporting a young person who has a disability to make the transition into adulthood

The learner can:

1. explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability
2. explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
3. explain how personal budgets can be used with young people in transition.

Outcome 4   Be able to support a young person with a disability through transition into adulthood

The learner can:

1. explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
2. support a young person to explore **options for their future**
3. use **person-centred thinking** to identify with the young person their needs and aspirations
4. use person-centred thinking to develop with the young person a plan to support them through transition
5. involve families in the transition process according to the wishes of the young person
6. identify ways to provide **resources** to meet needs
7. explain the role of **key agencies and professionals** likely to be involved in the transition process
8. outline possible areas of tension and conflict that may arise during the transition into adulthood.

Outcome 5   Be able to support a young person to reflect on the transition

The learner can:

1. use **person centred approaches** with the young person to review their transition plan and ensure it reflects their needs
2. support a young person to record the transition and what has happened in their life in order to plan for the future.

Unit 4222-379 Support young people with a disability to make the transition into adulthood (LD 311 C)

Additional guidance

- **Families** may also include others significant to the young person such as guardians, carers, friends, partners etc.
- **Legislation and local and national practice guidelines** - current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood
- **Options for their future** – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc
- **Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.
- **Resources** may include personal budgets, conventional services, support of family and friends
- **Key agencies and professionals** – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice etc
- **Person centred approaches** - in England this will include Person Centred Transition Plans.

Unit 4222-381 Support parents with disabilities (LD 312)

Level:	3
Credit value:	**6**
UAN:	**K/601/7047**

Unit aim

This unit is aimed at those who work in wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the need of the parent it also highlights the needs of the child(ren).

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand the legislative and policy frameworks that underpins good practice in the support of parents with disabilities
2. Understand the support parents with disabilities may need
3. Be able to support parents with disabilities
4. Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children
5. Be able to develop positive working relationships with parents with disabilities
6. Be able to work in partnership with other workers, different services and informal support networks
7. Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child

Guided learning hours

It is recommended that **43** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 333, 388, 392.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles
Learning outcomes 3, 4, 5 and 6 must be assessed in a real work situation

Unit 4222-381   Support parents with disabilities (LD 312)

Assessment Criteria

Outcome 1   Understand the legislative and policy frameworks that underpins good practice in the support of parents with disabilities

The learner can:

1. outline the policy, legislation and guidance relevant to supporting **individuals** with disabilities to have children and bring them up in a safe and nurturing environment
2. explain the **statutory responsibilities** placed on organisations towards families and children who are in need.

Outcome 2   Understand the support parents with disabilities may need

The learner can:

1. explain the support provided by adults and children's services to a family receiving support from both
2. explain the ways in which independent advocates can play an important role in the support of parents with disabilities
3. explain the benefits of providing support to families at the earliest stage possible.

Outcome 3   Be able to support parents with disabilities

The learner can:

1. assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support
2. develop flexible support strategies to meet families' needs at the different stages of the child's development
3. implement support strategies to meet families' needs
4. evaluate support strategies to ensure they continue to meet the needs of the family.

Outcome 4   Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children

The learner can:

1. analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need'
2. explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities
3. support individuals with disabilities to overcome **barriers** to successful parenting
4. work in a way that promotes individuals' self-determination and self-confidence in their role as parents
5. support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances.

Outcome 5 Be able to develop positive working relationships with parents with disabilities

The learner can:

1. analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have
2. use evidence based approaches in developing positive relationships with parents with disabilities.

Outcome 6 Be able to work in partnership with other workers, different services and informal support networks

The learner can:

1. plan how to involve relevant services to support parents with disabilities and/or their children
2. access relevant services to support parents with disabilities and/or their children
3. demonstrate ways of helping to create, enhance and work with informal support networks.

Outcome 7 Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child

The learner can:

1. explain own role and responsibilities in relation to safeguarding children
2. identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary
3. describe the action to take in response to any concerns regarding safeguarding children
4. explain the types of support the child may need in his/her own right
5. describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures.

Unit 4222-381   Support parents with disabilities (LD 312)

Additional guidance

- An **individual** is someone requiring care or support
- **Statutory responsibilities** refers to those outlined in the Children Act 1989
- **Barriers** refers to external factors and may include: prejudice and negative stereotypes, social exclusion (poverty; poor housing; hate crime, bullying and harassment; lack of social networks etc) and access to services and information
- **Other workers** would include people supporting individuals within the family or the family as a whole. This may include for example: independent advocates, social workers, teachers, health practitioners etc

Unit 4222-383 Support individuals with self-directed support (LD 314 C)

Level: 3
Credit value: 5
UAN: J/602/0053

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this unit.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand self-directed support
2. Understand how to support individuals to direct their own support and develop their support plan
3. Understand the different ways that individuals can use their personal budget
4. Be able to support individuals to direct their support
5. Be able to support individuals to use their personal budget in different ways
6. Be able to support individuals with an outcome-focused review

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 35.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Learning outcomes 4, 5 and 6 must be assessed in a real work environment.

Unit 4222-383   Support individuals with self-directed support (LD 314 C)

Assessment Criteria

Outcome 1   Understand self-directed support

The learner can:

1. explain the principles underpinning **self-directed support** and how this differs from traditional support
2. explain the benefits of an **individual** having self-directed support
3. explain how **legislation, policy or guidance** underpin self-directed support
4. explain what the following terms mean:
   - indicative allocation
   - supported self assessment
   - support plan
   - outcome focused review
5. outline the possible barriers to self-directed support.

Outcome 2   Understand how to support individuals to direct their own support and develop their support plan

The learner can:

1. explain how to use **person-centred thinking** to enable individuals to think about what is important to them, and how they want to be supported
2. explain how individuals can direct their own support if they do not have a personal budget
3. explain how person-centred planning can be used to inform a support plan
4. explain the roles of **others** who can assist individuals in developing their support plan
5. describe different ways that individuals can develop a support plan
6. describe a range of **person-centred thinking tools** that can be used to help individuals think about different ways they can spend their personal budget
7. describe what might be included in the costings for a support plan.

Outcome 3   Understand the different ways that individuals can use their personal budget

The learner can:

1. explain the different ways that individuals can use their personal budget to buy support
2. research innovative ways that individuals can spend their personal budget other than buying social care services
3. explain what restrictions may be imposed on personal budgets
4. describe the criteria that are used to sign off a support plan
5. describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe.

Outcome 4   Be able to support individuals to direct their support

The learner can:

1. support an **individual** to express what is important to them in how they want to be supported in the future
2. use person-centred thinking tools to support an individual to have maximum choice and control in their life
3. use **person-centred thinking tools** to support an individual to develop their support plan

4. support an individual to identify any **others** who could work with them to develop their support plan.

Outcome 5   Be able to support individuals to use their personal budget in different ways

The learner can:

1. support an individual to understand the different ways they could develop their support plan
2. support an individual to understand what restrictions may be imposed on their personal budget
3. support an individual to think about different options for spending their personal budget
4. demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget.

Outcome 6   Be able to support individuals with an outcome-focused review

The learner can:

1. explain the process of an outcome-focused review
2. support an individual to prepare for an outcome-focused review
3. support an individual to be at the centre of the review process.

Unit 4222-383 Support individuals with self-directed support (LD 314 C)

Additional guidance

- **Self-directed support** – puts the person in need of support in control of that support
- An **individual** is someone requiring care or support
- **Legislation, policy or guidance** – refers to any current legislation or guidance around this area
- **Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.
- **Others** may include:
  o Families, friends or carers
  o social workers
  o brokers
  o peer support
  o voluntary user-led organisations
  o independent support brokerage
- **Person-centred thinking tools** include:
  o Important to/for (recorded as a one page profile)
  o Working/Not working
  o The doughnut
  o Matching staff
  o Relationship circle
  o Communication charts
  o plus 1 questions
  o Citizenship tool
  o Decision making agreement
  o Presence to contribution
  o Dreaming
  o Community connecting related tools:
    ▪ Who am I? My gifts and capacities
    ▪ Hopes and Fears
    ▪ Mapping our network
    ▪ Passion audit
    ▪ Capacity mapping
    ▪ Who am I – My places

Unit 4222-386 Work with other professionals and agencies to support individuals with physical disability (PD OP 3.2)

Level: 3

Credit value: 3

UAN: K/601/6190

Unit aim

This unit is aimed at those who provide care or support to individuals with disabilities in a wide range of settings. It involves working with the individual to identify the support required and working with professionals and/or other agencies where the support sits outside own role.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the contribution that other professionals and agencies can make to support individuals with physical disabilities
2. Be able to assess the needs of individuals with physical disabilities for inclusive social care provision
3. Be able to demonstrate partnership working

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Unit 4222-386 Work with other professionals and agencies to support individuals with physical disability (PD OP 3.2)

Assessment Criteria

Outcome 1 **Understand the contribution that other professionals and agencies can make to support individuals with physical disabilities**

The learner can:
1. describe circumstances when it would be important to involve other professionals
2. explain the different referral processes to gain the support of other professionals
3. describe provision from across specialist agencies
4. analyse the impact specialist agencies have on providing a wider menu of services for the individual
5. describe the values and skills which underpin joint working with other professionals and agencies.

Outcome 2 **Be able to assess the needs of individuals with physical disabilities for inclusive social care provision**

The learner can:
1. assess when an individual's needs require input from other agencies and professionals
2. give the individual information about provision options so that informed choices can be made
3. agree with the individual what they hope to achieve through referral to another agency and/or professional.

Outcome 3 **Be able to demonstrate partnership working**

The learner can:
1. make a referral to other professionals and/or agencies in the agreed way
2. use verbal and written communication skills in making the individual's needs and wishes known
3. work in partnership with other agencies and or professionals to support the individual to meet their needs
4. evaluate the outcomes for the individual of partnership working
5. document the work carried out with other professionals and or agencies.

Unit 4222-386 Work with other professionals and agencies to support individuals with physical disability (PD OP 3.2)

Additional guidance

- **Individual** – the individual with the physical disability
- **Quality of life** - Access to a range of activities and opportunities which enables the individual to value themselves and feel valued by others
- **Professionals**
  o Physiotherapist
  o Occupational Therapist
  o Nurse
  o GP
  o Social Worker
  o Dietician
  o Speech and Language Therapist
- **Agencies** - this can include:
- Agencies specific to individual conditions e.g. MS, Spina Bifida, etc with the aim of educating, advocating and lobbying.
  They can also include more generic agencies which provide services i.e. supported living in the community, personal care, support with direct payments, advice re: benefits etc.

Unit 4222-388 Support families who are affected by Acquired Brain Injury (PD OP 3.4)

Level: 3
Credit value: 3
UAN: M/601/5817

Unit aim

This unit is aimed at those whose role involves supporting families of people with an Acquired Brain Injury. It covers the impact on the family/carers including putting them at the centre of the intervention, recognising the emotional impact of acquired brain injury on a variety of relationships. It also addresses the ability to access support from other professionals and agencies where appropriate.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state
2. Understand the long term effects of acquired brain injury on family
3. Understand legislation that is relevant to carers of an individual effected by acquired brain injury
4. Be able to assess the support required by families who hold the primary caring role
5. Be able to work in partnership with other professionals and agencies

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Learning outcomes 4 and 5 must be assessed in a real work environment.

Unit 4222-388 Support families who are affected by Acquired Brain Injury (PD OP 3.4)

Assessment Criteria

Outcome 1   Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state

The learner can:

1. explain the impact on family of caring for an **individual** in a minimally responsive or vegetative state
2. describe how **theories of loss and grief** provide a framework for practice
3. describe the long term adjustments families and friends may need to make.

Outcome 2   Understand the long term effects of acquired brain injury on family

The learner can:

1. explain the emotional impact of acquired brain injury on families
2. compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury
3. describe the socio-economic impact on the family of the long term effects of acquired brain injury
4. explain the impact on families of **personality changes** in the individual
5. describe changes that may occur in **relationships** as a result of acquired brain injury.

Outcome 3   Understand legislation that is relevant to carers of an individual effected by acquired brain injury

The learner can:

1. identify legislation and policy specific to carers
2. explain the key principles within legislation and policy which are applicable to carers of an individual
3. outline the obligations on social care organisations as a result of legislation.

Outcome 4   Be able to assess the support required by families who hold the primary caring role

The learner can:

1. assess with **primary carers** the support they require
2. agree with the primary carer a plan of support
3. identify support which can best be provided by others
4. report where there are unmet needs.

Outcome 5   Be able to work in partnership with other professionals and agencies

The learner can:

1. explain the role of **other professionals and agencies** working with individuals with acquired brain injury
2. work in partnership with other professionals and agencies to support families
3. evaluate outcomes for families of partnership working.

Unit 4222-388   Support families who are affected by Acquired Brain Injury (PD OP 3.4)

Additional guidance

- **The individual** is the person with acquired brain injury.
- **Theories of loss and grief**
  - Elizabeth Kublar Ross
  - Warden
- **Personality changes e.g.**
  - Irritability
  - Disinhibited behaviour
  - Frustration
  - Loss of social skills
  - Lack of self awareness
- **Relationships**
  - Spouse/partner
  - Child
  - Parent
  - Sibling
  - Friend
- **Primary carers**
  - Spouse/partner
  - Child
  - Parent
  - Sibling
  - Friend
- **Other professionals and Agencies** may include
  - Carers organisations
  - Social Workers
  - GPs
  - Supervisor
  - Advocate
  - Carers/family members
  - Colleagues

Unit 4222-389 Support families who have a child with a disability (PD OP 3.5)

Level: 3
Credit value: 3
UAN: D/601/5750

Unit aim

This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand the impact on a family of having a child with a disability
2. Be able to support families who have a child with a disability
3. Be able to support families with a child with a disability to use informal networks and community resources
4. Be able to work in partnership with other professionals and agencies to support families with a child with a disability

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment

Unit 4222-389 Support families who have a child with a disability (PD OP 3.5)

Assessment Criteria

Outcome 1 Understand the impact on a family of having a child with a disability

The learner can:

1. describe the emotional impact that a **diagnosis** can have on families
2. explain how the impact of having a child with a disability can be rewarding and/or challenging
3. explain the emotional experience that families may have after diagnosis, using theories of loss
4. explain how having a child with a disability may affect **interpersonal relationships** within a family
5. identify the changes that may need to be made to family life, social life, work and accommodation
6. explain why it is important for family members to have opportunities to explore feelings and experiences.

Outcome 2 Be able to support families who have a child with a disability

The learner can:

1. establish with the family the support they require
2. work with the family to identify different ways that needs can be met
3. support family members to discuss feelings and experiences related to having a child with a disability.

Outcome 3 Be able to support families with a child with a disability to use informal networks and community resources

The learner can:

1. explain what informal networks and community resources there are for children with disabilities and their families
2. give information to a family about community resources and informal networks to enable them to make choices
3. support a family to use community resources and informal networks.

Outcome 4 Be able to work in partnership with other professionals and agencies to support families with a child with a disability

The learner can:

1. identify support and resources that a child with a disability may need
2. investigate the roles of other professionals and agencies that may provide support to families with a child with a disability
3. provide information to a family about professionals and agencies that may provide **support**
4. identify when referrals should be made to other professionals and/or agencies
5. demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability
6. review the outcomes for the family of partnership working
7. identify and report any additional support required by the family.

Unit 4222-389 Support families who have a child with a disability (PD OP 3.5)

Additional guidance

- **Diagnosis e.g. A range of**
  - Physical disabilities
  - Learning disabilities
  - Sensory disabilities
- **Interpersonal relationships within the family**
  Examples are:
  - Relationships with siblings
  - Relationships between siblings and parents
  - Relationships with grandparents
- **Other professionals and agencies**
  - Teachers
  - Educational Psychologist
  - Educational Welfare
  - Physiotherapist
  - Occupational Therapist
  - Nurse
  - GP
  - Social Worker
  - Dietician
  - Speech and Language Therapist
- **Support** can include
  - Support with personal care
  - Support with equipment
  - Advocacy
  - Support with benefits
  - Advice
  - Housing

Unit 4222-395 Promote effective communication with individuals with sensory loss (SS OP 3.2)

Level: 3
Credit value: 4
UAN: K/601/3483

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 outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of effective two way communication
2. Understand different methods that can support communication with individuals with sensory loss
3. Be able to support the individual with communication
4. Be able to evaluate the effectiveness of methods of communication used to support an individual with sensory loss

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked Sensory Services 4, 5, 6, 7, 8, 9, 11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles
Learning outcomes 3 and 4 must be assessed in real work environment

Unit 4222-395 Promote effective communication with individuals with sensory loss (SS OP 3.2)

Assessment Criteria

Outcome 1 Understand the importance of effective two way communication

The learner can:

1. identify the features of two way communication
2. explain why two way communication is important for individuals with sensory loss
3. explain how own role can impact on the dynamics of two way communication with individuals with sensory loss.

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

The learner can:

1. research the different methods that are used to support communication with individuals with sensory loss
2. identify the characteristics of communication that is not based on formal language systems.

Outcome 3 Be able to support the individual with communication

The learner can:

1. agree with an individual and / or others preferred methods of communication
2. prepare the environment to facilitate effective communication
3. use agreed methods of communication with an individual
4. check the effectiveness of communication with the individual throughout the interaction.

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

The learner can:

1. evaluate the effectiveness of the use of agreed methods of communication with an individual and/or others
2. contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills
3. make suggestions to improve the use of agreed methods of communication to individuals and / or others
4. reflect on own practice on the use of agreed methods of communication
5. adapt own practice to meet the needs of the individual.

Unit 4222-395 Promote effective communication with individuals with sensory loss (SS OP 3.2)

Additional guidance

- **Sensory Loss** could include:
  - Sight loss
  - Hearing loss
  - Deafblindness.

Unit 4222-396 Support individuals with multiple conditions and/or disabilities (SS OP 3.3)

Level: 3
Credit value: 4
UAN: A/601/5190

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 outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Understand the impact of multiple conditions and/or disabilities on individuals
2. Understand own role in supporting individuals with multiple conditions and/or disabilities
3. Understand the support available for individuals with multiple conditions and/or disabilities
4. Be able to assist individuals with multiple conditions and/or disabilities
5. Be able to evaluate the support provided to an individual to engage in activities

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to SS OP 3.4.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Learning outcomes 4 and 5 must be assessed in a real work environment

Unit 4222-396 Support individuals with multiple conditions and/or disabilities (SS OP 3.3)

Assessment Criteria

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

The learner can:
1. describe possible multiple conditions and/or disabilities that individuals may have
2. explain how multiple conditions and/or disabilities may have an additional impact on the individual's **well being** and quality of life
3. explain how multiple conditions and/or disabilities may impact on individuals opportunity to participate in a range of **activities**.

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

The learner can:
1. describe own role in supporting the **well being** of individuals with multiple conditions and/or disabilities
2. explain the steps to take when actions may be outside of the scope of own role and responsibilities.

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

The learner can:
1. research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area
2. explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities
3. explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities
4. explain the importance of **informal networks** in providing support to individuals with multiple conditions and/or disabilities.

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

The learner can:
1. support an individual to identify needs and preferences
2. identify any resources or specialist equipment that may be required to support an individual to engage in **activities**
3. support an individual to engage in **activities** that meet their needs and preferences.

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

The learner can:

1. review with the individual and/or **others**, how well the activities have met the identified needs and preferences
2. reflect on own support to an individual to engage in activities
3. explain where additional advice, guidance or support can be accessed to improve own practice
4. adapt own practice to support the needs of the individual.

Unit 4222-396 Support individuals with multiple conditions and/or disabilities (SS OP 3.3)

Additional guidance

- **Multiple conditions and/or disabilities** could include a combination of factors relating to:
  - Sensory loss
  - Physical health
  - Mental health
  - Physical disability
  - Learning difficulty/disability
  - Emotional health
- **Well Being** e.g.
  - Emotional
  - Psychological
  - Physical
- **Activities** could include:
  - Education
  - Employment
  - Leisure activities
  - Social activities
  - Household or domestic tasks
- **Informal networks** could include:
  - Family
  - Friends
  - Neighbours
  - Special interest groups
- **Others** could include:
  - Other professionals
  - Carers/family members
  - Advocates
  - Colleagues

Unit 4222-408 Support individuals in the use of assistive technology (SS OP 3.4)

Level: 4
Credit value: 4
UAN: J/601/3541

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 outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the range, purpose and effectiveness of assistive technology available to support individuals
2. Be able to support the selection of assistive technology with individuals
3. Be able to support the use of assistive technology aids with an individual
4. Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 4, 5, 6, 7, 9 and 11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles
Learning outcomes 2, 3 and 4 must be assessed in real work environment

Unit 4222-408 Support individuals in the use of assistive technology (SS OP 3.4)

Assessment Criteria

Outcome 1 Understand the range, purpose and effectiveness of assistive technology available to support individuals

The learner can:

1. research the range and purpose of assistive technology that is available to support individuals in own area of work
2. investigate the effectiveness of the most commonly used assistive technology in own area of work
3. explain how assistive technology can have a positive impact on the **well being** and quality of life of individuals.

Outcome 2 Be able to support the selection of assistive technology with individuals

The learner can:

1. explain own role and the roles of others in the provision of assistive technology for individuals
2. support an individual to access specialist information and support about assistive technology
3. support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
4. support an individual to select assistive technology to meet their needs and preferences.

Outcome 3 Be able to support the use of assistive technology aids with an individual

The learner can:

1. prepare the environment to support the use of assistive technology with an individual
2. support the use of assistive technology following instructions or guidelines within boundaries of own role
3. record the use of assistive technology following procedures or agreed ways of working
4. explain when and to whom referrals for maintenance or repair would be made.

Outcome 4 Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes

The learner can:

1. review the effectiveness of assistive technology against identified outcomes with individuals and / or **others**
2. provide feedback to **others** on the use of assistive technology
3. revise plans to use assistive technology to achieve identified outcomes with individuals and / or **others**
4. evaluate own practice in using assistive technology to meet identified outcomes
5. adapt own practice to support the needs of the individual.

Unit 4222-408   Support individuals in the use of assistive technology (SS OP 3.4)

Additional guidance

- **Well Being** eg
  - o   Emotional
  - o   Psychological
  - o   Physical
- **Others** could include:
  - o   Other professionals
  - o   Carers / family members
  - o   Advocates
  - o   Colleagues

Unit 4222-397 Support the assessment of individuals with sensory loss (SS OP 3.5)

Level: 3
Credit value: 3
UAN: R/601/3543

Unit aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support assessment of individuals with sensory loss.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the range and purpose of assessment available to individuals with sensory loss
2. Understand own role and role of others in relation to the assessment of individuals with sensory loss
3. Be able to support the assessment of individuals with sensory loss
4. Be able to recognise the impact of assessment on the service delivery and an individual's well being and quality of life

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 1, 2, 3, 4, 6, 11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Learning outcomes 3 and 4 must be assessed in real work environment

Unit 4222-397   Support the assessment of individuals with sensory loss (SS OP 3.5)

Assessment Criteria

Outcome 1   Understand the range and purpose of assessment available to individuals with sensory loss

The learner can:
1. identify the different types of assessment available to individuals with sensory loss
2. outline the purpose of the different types of assessment available to individuals with sensory loss
3. discuss the importance of holistic assessment for individuals with sensory loss
4. explain the term 'eligibility criteria' in relation to the assessment of individuals with sensory loss.

Outcome 2   Understand own role and role of others in relation to the assessment of individuals with sensory loss

The learner can:
1. describe the scope of own role and responsibilities in supporting the assessment of individuals with sensory loss
2. identify the range and roles of **others** involved in the assessment of individuals with sensory loss
3. explain the responsibility of self and **others** in involving individuals with sensory loss with their assessment.

Outcome 3   Be able to support the assessment of individuals with sensory loss

The learner can:
1. support the active participation of the individual in shaping the assessment process
2. explain the importance of using both **formal and informal** methods to gather information for assessments
3. agree areas of assessment that will require own input with **others**
4. contribute to the assessment within boundaries of own role
5. observe and record agreed areas for assessment in line with work setting procedures or agreed ways of working
6. provide records to **others** to support an assessment of an individual with sensory loss adhering to confidentiality agreements and data protection.

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

The learner can:
1. discuss with an individual how the outcomes of an assessment have impacted on their **well being** and quality of life
2. evaluate how an assessment has had an impact on own practice and service delivery
3. reflect how own practice has been adapted following assessment of an individual with sensory loss.

Unit 4222-397   Support the assessment of individuals with sensory loss (SS OP 3.5)

Additional guidance

- **Sensory Loss** could include:
  - Sight loss
  - Hearing loss
  - Deafblindness
- **Others** could include:
  - Other professionals
  - Carers / family members
  - Advocates
  - Colleagues
- **Well Being** e.g.
  - Emotional
  - Psychological
  - Physical
- **Formal and informal** methods could include:
  - Observation
  - Communication
  - Feedback from individuals
  - Feedback from families / carers / friends
  - Deterioration in the environment

Unit 4222-398 Support the promotion of awareness of sensory loss (SS OP 3.6)

Level: **3**
Credit value: **3**
UAN: **D/601/3545**

Unit aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills required to promote awareness of sensory loss. This unit would be useful for those who undertake specialist roles.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:
1. Understand the importance of promoting awareness of sensory loss
2. Understand the role played by self and others in promoting awareness of sensory loss
3. Be able to provide information that promotes awareness of sensory loss
4. Be able to use information to promote awareness of sensory loss

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 1, 2 and 3.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles
Learning outcomes 3 and 4 must be assessed in real work environment

Unit 4222-398 Support the promotion of awareness of sensory loss (SS OP 3.6)

Assessment Criteria

Outcome 1   Understand the importance of promoting awareness of sensory loss

The learner can:
1. explain why it is important to promote awareness of sensory loss for:
   - Individuals
   - Service provision
   - Societal perceptions and attitudes.

Outcome 2   Understand the role played by self and others in promoting awareness of sensory loss

The learner can:
1. outline own role in promoting awareness of sensory loss
2. outline the roles of others who may play a part in promoting the awareness of sensory loss
3. establish the role that individuals play in promoting awareness of sensory loss.

Outcome 3   Be able to provide information that promotes awareness of sensory loss

The learner can:
1. support the range of information and resources available in relation to sensory loss
2. research evidence based best practice in relation to sensory loss
3. provide others with information on evidence based best practice relevant to own service area.

Outcome 4   Be able to use information to promote awareness of sensory loss

The learner can:
1. use information, resources or evidence based best practice to improve support provided to individuals with sensory loss by self and others
2. establish the extent of changes that result from providing information and intelligence about evidence based practice resources.

Unit 4222-398 Support the promotion of awareness of sensory loss (SS OP 3.6)

Additional guidance

- **Sensory Loss** could include:
  - Sight loss
  - Hearing loss
  - Deafblindness
- **Others** could include:
  - Other professionals
  - Carers / family members
  - Advocates
  - Colleagues

Unit 4222-409 Support individuals to access education, training or employment (SS OP 3.7)

Level: 4
Credit value: 4
UAN: H/601/3546

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 outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the value of engagement in training, education or employment for individuals
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment
3. Understand the support available to individuals accessing education, training or employment
4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences
5. Be able to support individuals to undertake education, training or employment
6. Be able to evaluate engagement in education, training or employment

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 5.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles
Learning outcomes 4, 5 and 6 must be assessed in real work environment

Unit 4222-409 Support individuals to access education, training or employment (SS OP 3.7)

Assessment Criteria

Outcome 1 **Understand the value of engagement in training, education or employment for individuals**

The learner can:
1. explain why engagement in education, training or employment opportunities can have a positive impact on the **well being** and quality of life of individuals.

Outcome 2 **Understand how legislation, guidance and codes of practice support an individual to access training, education or employment**

The learner can:
1. outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
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
3. identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities.

Outcome 3 **Understand the support available to individuals accessing education, training or employment**

The learner can:
1. identify the range of agencies that provide support to individuals accessing education, training or employment
2. clarify the support provided by the various agencies.

Outcome 4   Be able to support an individual to identify and access education, training or employment that meet needs and preferences

The learner can:

1. work with individuals to identify the education, training or employment opportunities taking account of their:
   - aspirations
   - skills and abilities
   - interests
   - experience
   - qualifications
   - support needs
   - preferred career pathway
   - personal circumstances
   - language / communication needs
2. work with the individual and / or **others** to source accessible information on education, training or employment opportunities
3. support the individual to select preferred education, training or employment
4. support the individual to complete applications to access education, training or employment
5. support the individual to prepare for interview or selection for education, training or employment.

Outcome 5   Be able to support individuals to undertake education, training or employment

The learner can:

1. outline own role and role of **others** in providing support to an individual to undertake education, training or employment
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.

Outcome 6   Be able to evaluate engagement in education, training or employment

The learner can:

1. review with the individual and / or **others** how well the education, training or employment opportunity has met expectations and identified outcomes
2. review with the individual and / or **others** the continued support required to undertake education, training or employment
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 4222-409 Support individuals to access education, training or employment (SS OP 3.7)

Additional guidance

- **Well Being** e.g.
  - o Emotional
  - o Psychological
  - o Physical
- **Others** could include:
  - o Other professionals
  - o Specialist employment agencies
  - o Careers services
  - o Job coach
  - o Learning providers
  - o Employers
  - o Carers / family members
  - o Advocates
  - o Colleagues

Unit 4222-399 Enable individuals to negotiate environments (SS OP 3.8)

Level: 3
Credit value: 5
UAN: R/601/5180

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 outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the factors that may impact on an individual being able to negotiate their environments
2. Be able to prepare to support an individual to negotiate an environment
3. Be able to support the individual to negotiate an environment
4. Be able to evaluate and revise the support provided to an individual to negotiate an environment

Guided learning hours

It is recommended that **34** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 8, 9,10 and 11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Learning outcomes 2, 3, and 4 must be assessed in a real work environment

Unit 4222-399 Enable individuals to negotiate environments (SS OP 3.8)

Assessment Criteria

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

The learner can:

1. analyse how a range of **conditions and/or disabilities** may impact on individuals being able to negotiate environments
2. describe potential environmental barriers to individuals negotiating environments
3. establish how environmental barriers to individuals negotiating environments can be addressed.

Outcome 2 Be able to prepare to support an individual to negotiate an environment

The learner can:

1. explain the scope of own role in supporting an individual to negotiate an environment
2. establish the **resources** that are available to support an individual to negotiate an environment
3. assess the risks associated with an individual negotiating familiar and unfamiliar environments
4. work with **others** to develop a **plan** to support an individual to negotiate an environment.

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

The learner can:

1. agree with the individual activities which require negotiating an environment
2. support an individual to negotiate an environment following agreed **plan**
3. provide information to the individual when negotiating unfamiliar environment.

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

The learner can:

1. observe and record an individual's ability to negotiate an environment
2. evaluate the success of negotiating an environment with an individual and/or **others**
3. use records of observations and feedback from the individual and/or **others** to review the **plan** to negotiate an environment
4. agree a revised **plan** with the individual and/or **others**
5. evaluate own contribution to supporting an individual to negotiate an environment.

Unit 4222-399   Enable individuals to negotiate environments (SS OP 3.8)

Additional guidance

- **Conditions and/or disabilities** could include factors relating to:
  o Sensory loss
  o Physical health
  o Mental health
  o Physical disability
  o Learning difficulty/disability
  o Emotional health
- **Resources** could include:
  o Other professionals
  o Assistive technology / aids
- **Others** could include:
  o Other professionals
  o Carers / family members
  o Advocates
  o Colleagues
- The **plan** will include:
  o Risk assessment and could include:
  o Environmental hazards
  o Agreed methods of communication
  o Level of support required
  o Assistive technology / aids
  o Other resources

Unit 4222-633 Contribute to effective team working in health and social care or children and young people's settings (HSC 3074)

Level: 3
Credit value: 4
UAN: H/504/2194

Unit aim

The purpose of this unit is to develop the knowledge, understanding and skills of learners to enable them to contribute to effective team work in health and social care or children and young people settings.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand theories of **teams** and team working.
2. Understand the principles that underpin effective teamwork.
3. Be able to work as part of a team.
4. Be able to support individual team members.
5. Be able to review the work of the team.

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0338 – Develop productive working relationships with others

SCD HSC 3121 – Promote the effectiveness of teams

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.

Unit 4222-633 Contribute to effective team working in health and social care or children and young people's settings (HSC 3074)

Assessment Criteria

Outcome 1   Understand theories of *teams* and team working

The learner can:
1. outline models of team working
2. explain the process of team development
3. analyse how shared goals can lead to team cohesion.

Outcome 2   Understand the principles that underpin effective teamworkUnderstand theories of teams and team working.

The learner can:
1. explain why teams need:
   - clear objectives
   - clearly defined roles and responsibilities
   - trust and accountability
   - confidentiality
   - effective communication
   - conflict resolution.
2. explain why mutual respect and support promotes effective teamwork
3. explain how the values of own organisation influences the working of your team
4. explain how teams manage change
5. explain the benefits of effective team performance.

Outcome 3   Be able to work as part of a team

The learner can:
1. identify own role and responsibility in the team
2. fulfil own responsibilities within the team
3. communicate effectively with team members
4. involve other team members in decision making
5. seek support and advice from **others**
6. offer support to other team members
7. explain lines of reporting and responsibility in the team
8. analyse the strengths and contributions of other team members to the work of the team.

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

The learner can:
1. provide encouragement and support to individual team members within their roles
2. provide constructive feedback on performance to individual team members.

Outcome 5   Be able to evaluate and revise the support provided to an individual to negotiate an environment

The learner can:
1. reflect on own performance in working as part of a team

2. review team performance in achieving or working towards goals
3. contribute to the development of continuous improvement within the work of the team.

Unit 4222-633 Contribute to effective team working in health and social care or children and young people's settings (HSC 3074)

Additional guidance

Teams could include:

- Within the organisation / service
- Multi-disciplinary
- Multi-agency

Others could include:
- Team members and colleagues
- Other professionals
- Line manager

Unit 4222-635 Support individuals with autistic spectrum conditions (LD 315)

Level: 3
Credit value: 4
UAN: M/504/2196

Unit aim

The purpose of this unit is to develop learners knowledge, understanding and skills of supporting an individual with autistic spectrum conditions

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand **legislative frameworks** that relate to **individuals** with autistic spectrum conditions
2. Understand the main characteristics of autistic spectrum conditions
3. Be able to support individuals with autistic spectrum conditions
4. Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication
5. Be able to support individuals with transitions and change

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles.

Unit 4222-635 Support individuals with autistic spectrum conditions (LD 315)

Assessment Criteria

Outcome 1 Understand *legislative frameworks* that relate to *individuals* with autistic spectrum conditions

The learner can:
1. outline the legislative frameworks that relate to an individual with autistic spectrum condition
2. analyse how legislative frameworks underpin the development of services for individuals with autistic spectrum condition.

Outcome 2 Understand the main characteristics of autistic spectrum conditions Understand theories of teams and team working.

The learner can:
1. outline a range of theories on autistic spectrum condition
2. explain the characteristics of autistic spectrum conditions
3. describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
4. describe other conditions that may be associated with the autistic spectrum
5. describe how language and intellectual abilities vary across the autistic spectrum.

Outcome 3 Be able to support individuals with autistic spectrum conditions

The learner can:
1. describe an individual's experience of the autistic spectrum condition and it's characteristics
2. support an individual to understand the impact of their autistic condition on themselves and others
3. encourage an individual to recognise the strengths of their characteristics
4. support an individual with an autistic spectrum condition to develop their personal skills
5. support an individual and others to develop strategies for dealing with the impact of an autistic spectrum condition.

Outcome 4 Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication

The learner can:
1. identify specific methods of communication for an individual
2. use specific methods of communication to support interactions with an individual
3. ascertain patterns of behaviour associated with an individual's autistic spectrum condition
4. support an individual in ways that recognise the significance and meaning of their behaviour.

Outcome 5   Be able to support individuals with transitions and change

The learner can:

1. support an individual with autistic spectrum condition to make transitions
2. work with an individual and other to recognise routines that are important to the individual
3. support an individual during changes to their routines
4. enable an individual to use routines to make sense and order of their daily life
5. recognise how to make adaptations to the physical sensory environment to:
    - Reduce sensory overload
    - Increase sensory simulation
6. work with an individual and others to develop strategies that help them manage their physical and sensory environment.

Unit 4222-635 Support individuals with autistic spectrum conditions (LD 315)

Additional guidance

Legislative frameworks need to include policy drivers and strategies within own home nation

An **individual** is someone requiring care or support

Unit 4222-640 Support individuals to stay safe from harm or abuse (HSC 3067)

Level: 3
Credit value: 4
UAN: T/504/2202

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 outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how legislative frameworks support the **safeguarding** of **individuals**
2. Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to **harm** or **abuse**
3. Be able to support individuals to gain understanding about how to stay safe
4. Be able to work in ways that support individuals to stay safe

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCDHSC0024 – Support the safeguarding of individuals

SCDHSC0034 – Promote the safeguarding of children and young people

SCDHSC0035 – Promote the safeguarding of individuals

SCDHSC00325 – Contribute to the support of children and young people who have experienced harm or abuse

SCDHSC0335 – Contribute to the support of individuals who have experienced harm or abuse

SCDHSC0044 – Lead practice that promotes the safeguarding of children and young people

SCDHSC0045 – Lead practice that promotes the safeguarding of individuals

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with Skills for care and development QCF Assessment Principles

Unit 4222-640 Support individuals to stay safe from harm or abuse (HSC 3067)

Assessment Criteria

Outcome 1   Understand how legislative frameworks support the *safeguarding* of *individuals*

The learner can:
1. outline legislation and national policies that relate to the safeguarding of individuals
2. explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks.

Outcome 2   Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to *harm* or *abuse* Understand theories of teams and team working.

The learner can:
1. identify the **factors** that make an individual vulnerable to harm or abuse
2. work with an individual and **key people** to identify actions, behaviours and situations that may lead to harm or abuse to the individual
3. describe the common features of perpetrator behaviour
4. support an individual to gain understanding of when the behaviour of others may be unacceptable
5. support an individual to gain understanding of the risks associated with the use of **electronic communications**.

Outcome 3   Be able to support individuals to gain an understanding about how to stay safe

The learner can:
1. support an individual to gain understanding about their right to stay safe
2. support an individual to gain understanding about their responsibility to contribute to keeping themselves safe
3. work with an individual to balance their rights, responsibilities and risks
4. explain how to challenge behaviours or actions that may lead to harm or abuse.

Outcome 4   Be able to work in ways that support individuals to stay safe

The learner can:
1. engage with an individual in a way that supports trust and rapport
2. support an individual to express fears, anxieties or concerns they may have about their safety
3. explain what actions to take where there are concerns that an individual might have been harmed or abused
4. take action to deal with risks that may lead to harm or abuse
5. support an individual to understand workers' responsibility to share information about potential or actual harm or abuse
6. explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court
7. keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed
8. explain the actions that should be taken if reported concerns are not acted upon

9. access support in situations that are outside your expertise, experience, role and responsibility
10. use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse.

Unit 4222-640 Support individuals to stay safe from harm or abuse (HSC 3067)

Additional guidance

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

Individuals refers to an adult, child or young person who is accessing a social care service

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

Harm or abuse may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm

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

Electronic communications may include the use of mobile phones and the internet including social networking sites.

Unit 4222-642 Provide support to adults who have experienced harm or abuse (HSC 3069)

Level: 4
Credit value: 5
UAN: J/504/2205

Unit aim

The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals who have experienced harm or abuse

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the role of self and **others** when supporting **individuals** who have experienced **harm** or **abuse**
2. Be able to support individuals to disclose harm or abuse
3. Be able to support individuals who have experienced harm or abuse

Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCDHSC0035 – Promote the safeguarding of individuals

SCDHSC0335 – Contribute to the support of individuals who have experienced harm or abuse.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Units need to be assessed in line with Skills for care and development QCF Assessment Principles

Unit 4222-642   Provide support to adults who have experienced harm or abuse (HSC 3069)

Assessment Criteria

Outcome 1   Understand the role of self and others when supporting individuals who have experienced harm or abuse

The learner can:

1. explain own role and responsibilities to individuals who have experienced harm or abuse
2. explain the role and responsibilities of others to individuals who have experienced harm or abuse
3. explain the importance of establishing trusting relationships with individuals who have experienced harm or abuse.

Outcome 2   Be able to support individuals to disclose harm or abuse Understand theories of teams and team working.

The learner can:

1. support an individual to understand who information about harm or abuse will be shared with and the reasons for this
2. support an individual to disclose any harm or abuse they have experienced at their own pace
3. explain why it is important to respond calmly to disclosures of harm or abuse
4. communicate with an individual according to their level of understanding when they are disclosing harm or abuse
5. seek **only sufficient information** to confirm that there is an allegation
6. explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court
7. keep detailed, accurate, timed, dated and signed records about any disclosures of harm or abuse
8. access further support in situations that are outside your expertise, experience, role and responsibility.

Outcome 3   Be able to support individuals who have experienced harm or abuse

The learner can:

1. access information about how to support an individual who has experienced harm or abuse
2. work with an individual, agreed **key people** and others to establish what outcomes they want from safeguarding interventions
3. work with an individual, agreed key people and others to understand implications from harm and abuse
4. work with agreed key people and others to support an individual to deal with distress, fear and anxieties that may have been caused by harm or abuse
5. work with agreed key people and others to support an individual to develop positive coping strategies
6. seek support where the individual's behaviour gives cause for concern
7. use supervision to reflect on own support to an individual and any feelings about the harm or abuse they have experience
8. explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse.

Unit 4222-642 Provide support to adults who have experienced harm or abuse (HSC 3069)

Additional guidance

Others may include:
- Colleagues
- Families or carers
- Other professionals
- Advocates

Individuals would include a person who is accessing a social care service

Harm or abuse may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm

Only sufficient information – this would involve avoiding leading questions or putting pressure on the individual to divulge information

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

Unit 4222-644 Supporting infection prevention and control in social care (IC 301)

Level: 3

Credit value: 2

UAN: R/504/2207

Unit aim

The purpose if this unit is to develop the learner's understanding, knowledge and skills when supporting infection prevention and control in social care

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand how infection prevention and control policies and guidelines can be applied within different settings
2. Be able to support infection prevention and control practices in the work setting
3. Be able to minimise the risk and spread of infection when using equipment
4. Understand how to respond to outbreaks of infection in the work setting
5. Be able to follow correct recording and reporting procedures regarding infection prevention and control

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

IPC 2 - Perform hand hygiene to prevent the spread of infection

IPC 4 - Minimise the risk of spreading infection by cleaning, disinfection and storing care equipment

IPC 6 - Use personal protective equipment to prevent the spread of infection

SCD HSC 0032 – Promote health, safety and security in the work setting

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 4222-644 Supporting infection prevention and control in social care (IC 301)

Assessment Criteria

Outcome 1 Understand how infection prevention and control policies and guidelines can be applied within different settings

The learner can:

1. explain how infection prevention policies and guidelines can be applied in own work setting
2. identify differences in the ways in which infection prevention and control policies and guidance are implemented in a **range of work settings.**

Outcome 2 Be able to support infection prevention and control practices in the work setting Understand theories of teams and team working.

The learner can:

1. minimise risk of infection to self and **others** in the work setting
2. support individuals to take steps to minimise spread of infection
3. carry out hand hygiene following work setting policies and guidelines
4. support others to understand their responsibilities for infection prevention and control in the work setting
5. provide guidance to others about infection prevention and control practices in work setting
6. explain the functions of **external bodies** in supporting infection prevention and control in the work setting
7. maintain own understanding of information to support effective infection prevention and control practice.

Outcome 3 Be able to minimise the risk and spread of infection when using equipment

The learner can:

1. ensure equipment is stored and maintained in ways that minimise the spread of infection
2. use agreed cleaning schedules for equipment in own work setting
3. explain why particular **devices** need special handling to minimise the spread of infection.

Outcome 4   Understand how to respond to outbreaks of infection in the work setting

The learner can:

1. explain how to work with others to identity infection outbreaks in own work setting
2. explain how to work with others to implement policies and procedures following an infection outbreak
3. describe how to provide information about outbreaks of infection in accessible formats to individuals and others
4. describe ways to ensure that care for the individual is provided in the most **appropriate place.**
5. describe situations where additional guidance may need to be accessed to manage infection prevention and control incidents.

Outcome 5   Be able to follow correct recording and reporting procedures regarding infection prevention and control

The learner can:

1. describe the process for sharing information about infections and suspected infections within own work setting
2. describe processes for reporting accidents and incidents relating to infection prevention and control within own work setting
3. complete records for infection prevention and control in line with policies and guidelines.

Unit 4222-644 Supporting infection prevention and control in social care (IC 301)

Additional guidance

Range of work settings may include

- individuals own home
- community environments
- hospitals
- residential care homes
- nursing home

Others may include:

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

External bodies may include:

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

Devices may include:

- Urinary catheters
- Intravenous lines
- PEG feeding tubes
- glucose monitoring devices

- Stoma bags
- Colostomy bags

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

Unit 4222-648 Assess the needs of carers and families (HSC 3070)

Level: 3
Credit value: 4
UAN: T/504/2216

Unit aim

The purpose of this unit is to develop the learner's understanding, knowledge and skills when assessing the needs of families and carers.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the contribution that families and carers make in caring for **individuals**
2. Be able to engage with families and carers who are providing care
3. Be able to assess the needs of families and carers
4. Be able to identify a plan to support families and carers

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD HSC 0427 – Assess the needs of families and carers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-648   Assess the needs of carers and families (HSC 3070)

Assessment Criteria

Outcome 1   **Understand the contribution that families and carers make in caring for individuals**

The learner can:

1. analyse the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
2. explain the rights of families and carers providing care to individuals
3. describe the benefits to **society** of family and unpaid carers providing care
4. describe the benefits and challenges faced by family and unpaid carers in providing care.

Outcome 2   **Be able to engage with families and carers who are providing care Understand theories of teams and team working.**

The learner can:

1. support families and carers to speak about their experiences of providing care to individuals
2. use **active listening** skills to identify unspoken feelings and emotions
3. support families and carers to understand their rights
4. support families and carers in their caring role
5. explain to families and carers the additional support that is available
6. gain consent from families and carers to speak with **others** about their circumstances.

Outcome 3   **Be able to assess the needs of families and carers**

The learner can:

1. support families and carers to identify the support they need to meet the needs of an individual
2. identify with families and carers the areas of care which they want to retain
3. support families and carers to identify their wishes and needs for their own well-being
4. gather additional information from **agreed** others
5. share the record of assessment with families and carers.

Outcome 4   **Be able to identify a plan to support families and carers**

The learner can:

1. support families, carers and others to identify **resources** to address **needs and wishes**
2. support families, carers and others to develop a **plan of action** to access resources
3. support families, carers and others to implement the plan of action.

Unit 4222-648   Assess the needs of carers and families (HSC 3070)

Additional guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

The **individual** is the person requiring care or support

Society may include:
*   Local Authority provision
*   NHS
*   Individuals and others
*   Communities

Active listening may include:
*   Observation
*   Clarification
*   Questioning techniques
*   Non verbal messages

Others may include:
*   Other professionals
*   Agencies
*   Line manager

Agreed:
*   others whom the family and carers have agreed can be consulted to either obtain or share information

Resources may include:
*   Family or neighbours
*   Community resources
*   Voluntary organisations
*   Statutory support in terms of additional domiciliary care
*   Respite for carers to have time for themselves

Needs and wishes may include:
*   Additional support to alleviate the physical input by the carer
*   Time to have a holiday
*   Go to the hairdressers
*   Time with their peers to do fun things

Plan of action may include:
*   Care plans
*   Person centred plans

It may not require formal statutory responses, but may be a plan whereby a carer decides to designate time for themselves, identifies a recreational activity

Unit 4222-652 Support people who are providing homes to individuals (LM 509)

Level: 4
Credit value: 6
UAN: R/504/2224

Unit aim

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to support to people who are providing support to individuals

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to carry out assessments for the approval of adult placement / shared lives carers
2. Be able to support adult placement / shared lives carers to prepare for providing a home to an individual
3. Be able to carry out the matching process between adult placement / shared lives carers and individuals
4. Be able to monitor and review placements of individuals

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCDHSC0425 Support people who are providing homes for adults, children or young people

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles

Unit 4222-652 Support people who are providing homes to individuals (LM 509)

Assessment Criteria

Outcome 1   Be able to carry out assessments for the approval of adult placement / shared lives carers

The learner can:

1. provide information to **carer(s)** on the criteria against which they will be assessed
2. work with carer(s) to clarify their role and responsibilities
3. carry out the initial assessment of carer(s) against agreed criteria
4. complete an assessment report of carer(s) according to work setting requirements and regulatory frameworks
5. agree the content of the assessment report with carer(s)
6. present the assessment for approval of carer(s) in line with work setting requirements.

Outcome 2   Be able to support adult placement / shared lives carers to prepare for providing a home to an individual Understand theories of teams and team working.

The learner can:

1. provide advice and guidance to carer(s) about preparing to share their home and their lives with an **individual**
2. support carer(s) to reflect on changes they will need to make in order to provide a home to an individual
3. work with carer(s) to identify learning needs related to providing a home to an individual
4. support carer(s) to meet their learning needs
5. support carer(s) to reflect on how they can make an individual feel welcome in their home
6. support carer(s) to develop 'house rules'
7. support carer(s) to prepare their families and networks for the inclusion of an individual.

Outcome 3   Be able to carry out the matching process between adult placement / shared lives carers and individuals

The learner can:

1. match the preferences and needs of an individual referred to the service with the skills and lifestyle of potential carer(s)
2. provide information to an individual and matched carer(s) prior to introductions
3. facilitate introduction meetings between an individual and potential carer(s)
4. work with an individual, potential carer(s) and **others** to evaluate the introduction sessions
5. work with an individual, carer(s) and others to finalise move-in arrangements once a successful match has been made.

Outcome 4   Be able to monitor and review placements of individuals

The learner can:

1. carry out placement monitoring visits with an individual and carer(s) according to work setting requirements
2. complete reports from placement visits in line with work setting requirements
3. provide ongoing advice and guidance to carer(s) about the support of an individual
4. carry out periodic reviews of carer(s) in line with work setting requirements.

Unit 4222-652   Support people who are providing homes to individuals (LM 509)

Additional guidance

Carer(s) in the context of this unit carers are 'adult placement or shared lives' carers who provide accommodation and / or support in their home. This includes the mutual sharing of everyday life experience between the approved carer and the individual who chooses to use this type of service.

Individuals refers to people accessing care or support

Others may include:
- Other professionals
- Families, friends, advocates or others who are important to individuals

Unit 4222-653 Support individuals to be part of a community (HSC 3071)

Level: 3
Credit value: 3
UAN: D/504/2226

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 outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand how communities can support social inclusion
2. Be able to support the social inclusion of individuals in communities
3. Be able to evaluate the participation of individuals in communities

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCDHSC0331 Support individuals to develop and maintain social networks and relationships

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles

Unit 4222-653 Support individuals to be part of a community (HSC 3071)

Assessment Criteria

Outcome 1 Understand how communities can support social inclusion

The learner can:

1. analyse the concepts of:
   - **social inclusion**
   - social exclusion
   - community
2. explain the benefits of social inclusion for:
   - individuals
   - communities
3. explain the consequences of social exclusion for:
   - individuals
   - communities
4. analyse how **key legislation** can promote social inclusion and reduce social exclusion in the community
5. evaluate a range of ways to address barriers to social inclusion that exist in the community
6. explain how different roles can support social inclusion.

Outcome 2 Be able to support the social inclusion of individuals in communities Understand theories of teams and team working.

The learner can:

1. establish links with a range of **community resources**
2. use **active participation** to support social inclusion of individuals
3. use a range of activities to support an individual to have a positive role and sense of identity in the community
4. support an individual to develop a positive self image and sense of identity in the community

Outcome 3 Be able to evaluate the participation of individuals in communities

The learner can:

1. work with an individual to review their participation in a range of activities in the community
2. work with an individual to build on activities of interest that will promote social inclusion
3. evaluate own role in supporting an individual to participate in the community.

Unit 4222-653   Support individuals to be part of a community (HSC 3071)

Additional guidance

Social inclusion may include:
- Valued working role
- Voluntary working role
- Involvement in non disability groups
- Involvement in non disability social activities
- Making friends

Key legislation is legislation which specifically addresses social inclusion within the home countries

Community resources could include:
- community centres
- schools
- Leisure centres
- Libraries
- Transport
- Social clubs
- Community groups
- Retail outlets

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

Unit 4222-656 Understand the factors affecting older people (HSC 3072)

Level: 3
Credit value: 2
UAN: D/504/2243

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 outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the impact of the ageing process on **older people**
2. Understand attitudes of society to older people
3. Understand the importance of using **person centred approaches** with older people
4. Understand the importance of independence for older people

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development QCF Assessment Principles

Unit 4222-656 Understand the factors affecting older people (HSC 3072)

Assessment Criteria

Outcome 1   Understand the impact of the ageing process on older people

The learner can:

1. describe changes that may come with ageing
2. explain how the experience of the ageing process is unique to each individual
3. analyse the potential impact of factors associated with ageing on older people to include
   - physical
   - emotional
   - social
   - cognitive
   - environmental
   - financial /economic
4. describe how a positive approach to ageing can contribute to the health & wellbeing of an **individual**.

Outcome 2   Understand attitudes of society to older people

The learner can:

1. describe the contributions to society made by older people
2. explain what is meant by **age discrimination**
3. explain how societal attitudes and beliefs impact on older people.
4. describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people.

Outcome 3   Understand the importance of using person centred approaches with older people

The learner can:

1. describe how the effects of ageing can affect the **day to day life** of older people
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. explain the importance of social inclusion for older people
4. outline barriers to social inclusion for older people
5. describe ways of using a person centred approach to enable older people to make positive contributions to their **community**.

Outcome 4   Understand the importance of independence for older people

The learner can:

1. understand the importance of independence for older people
2. describe how to support older people to maintain independence
3. describe how older people can be in control of decision making about their care and support needs
4. explain how to encourage older people to take positive risks.

Unit 4222-656   Understand the factors affecting older people (HSC 3072)

Additional guidance

Older people are defined as those who are over 50

The **individual** is the person requiring care or support

Age discrimination may include any legal definition where one exists

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

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

Community may include:
* neighbourhood
* family group
* religious communities
* ethnic communities
* environment
* clubs and societies
* political and professional groups

Unit 4222-658 Understand how to provide support when working in end of life care (EOL 301)

Level: 3
Credit value: 4
UAN: Y/503/8689

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 outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand current approaches to end of life care
2. Understand an individual's response to their anticipated death
3. Understand factors regarding communication for those involved in end of life care
4. Understand how to support those involved in end of life care situations
5. Understand how **symptoms** might be identified in end of life care
6. Understand advance care planning

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-658 Understand how to provide support when working in end of life care (EOL 301)

Assessment Criteria

Outcome 1 Understand current approaches to end of life care

The learner can:

1. analyse the impact of national and local drivers on current approaches to end of life care
2. evaluate how a range of **tools for end of life care** can support the **individual** and **others**
3. analyse the stages of the local end of life care pathway.

Outcome 2 Understand an individual's response to their anticipated death

The learner can:

1. evaluate models of loss and grief
2. describe how to support the individual throughout each stage of grief
3. explain the need to explore with each individual their own specific areas of concern as they face death
4. describe how an individual's awareness of spirituality may change as they approach end of life.

Outcome 3 Understand factors regarding communication for those involved in end of life care

The learner can:

1. explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication
2. explain how personal experiences of death and dying may affect capacity to listen and respond appropriately
3. give examples of internal and external coping strategies for individuals and others when facing death and dying
4. explain the importance of ensuring effective channels of communication are in place with others.

Outcome 4 Understand how to support those involved in end of life care situations

The learner can:

1. describe possible emotional effects on staff working in end of life care situations
2. evaluate possible sources of support for staff in end of life situations
3. identify areas in group care situations where others may need support in end of life care situations
4. outline sources of emotional support for others in end of life care situations.

Outcome 5   Understand how symptoms might be identified in end of life care

The learner can:

1. identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself
2. describe how symptoms can cause an individual and others distress and discomfort
3. describe signs of approaching death
4. identify different techniques for relieving symptoms.

Outcome 6   Understand advance care planning

The learner can:

1. explain the difference between a care or support plan and an advance care plan
2. identify where to find additional information about advance care planning
3. describe own role in advance care planning
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.

Unit 4222-658 Understand how to provide support when working in end of life care (EOL 301)

Additional guidance

Tools for end of life care may include e.g.
- Liverpool Care Pathway
- Gold Standards Framework or equivalent
- Preferred priorities of care
- Advance care plan approaches
- Welsh integrated care pathway

Individual is the person receiving support or care in the work setting

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

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 4222-659   Managing symptoms in end of life care (EOL 302)

Level:	3
Credit value:	3
UAN:	Y/503/8644

Unit aim

The purpose of this unit is to assess the learner's understanding, knowledge and skills in managing symptoms in end of life care

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the effects of **symptoms** in relation to end of life care
2. Be able to manage symptoms of end of life care
3. Understand how to manage symptoms of pain
4. Be able to integrate symptom management in the care management process

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-659   Managing symptoms in end of life care (EOL 302)

Assessment Criteria

Outcome 1   Understand the effects of symptoms in relation to end of life care

The learner can:

1. identify a range of **conditions** where you might provide end of life care
2. identify common symptoms associated with end of life care
3. explain how symptoms can cause an individual distress and discomfort
4. evaluate the significance of the individual's own perception of their symptoms.

Outcome 2   Be able to manage symptoms of end of life care

The learner can:

1. demonstrate a range of techniques to provide symptom relief
2. describe own role in supporting **therapeutic options** used in symptom relief
3. respond to an individual's culture and beliefs in managing their symptoms
4. actively support the comfort and well being in end of life care
5. recognise symptoms that identify the last few days of life may be approaching.

Outcome 3   Understand how to manage symptoms of pain

The learner can:

1. identify signs that may indicate that an individual is experiencing pain
2. describe factors that can influence an individual's perception of pain
3. describe a range of assessment tools for monitoring pain in individuals, including those with cognitive impairment
4. explain how to maintain regular pain relief.

Outcome 4   Be able to integrate symptom management in the care management process

The learner can:

1. explain how symptom management is an important part of the care planning process
2. regularly monitor symptoms associated with end of life care
3. report changes in symptoms according to policies and procedures in own work setting
4. support the implementation of changes in the care plan.

Unit 4222-659   Managing symptoms in end of life care (EOL 302)

Additional guidance

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.**

- Nausea / vomiting
- Constipation
- Agitation
- Restlessness
- Reduced tissue viability
- breathlessness
- loss of appetite
- fatigue
- anxiety
- sadness
- discomfort
- pain
- respiratory tract secretions

Conditions, for example:

- chronic obstructive pulmonary disease
- heart conditions
- organ failure

Therapeutic options may include

- syringe drivers
- artificial hydration and nutrition
- medication administration
- oxygen therapy
- intravenous infusions
- subcutaneous infusions
- complementary therapies
- community or practical support
- hormone therapy
- surgery
- physical therapies
- counselling

- spiritual support
- social workers

Unit 4222-660 Understand Advance Care Planning (EOL 303)

Level: **3**

Credit value: **3**

UAN: **A/503/8135**

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of advance care planning

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the principles of **advance care planning**
2. Understand the process of advance care planning
3. Understand the person centred approach to advance care planning

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-660 Understand Advance Care Planning (EOL 303)
Assessment Criteria

Outcome 1 Understand the principles of advance care planning
The learner can:
1. describe the difference between a care or support plan and an Advance Care Plan
2. explain the purpose of advance care planning
3. identify the national, local and organisational agreed ways of working for advance care planning
4. explain the legal position of an Advance Care Plan
5. explain what is involved in an 'Advance Decision to Refuse Treatment'
6. explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (DNACPR) order.

Outcome 2 Understand the process of advance care planning
The learner can:
1. explain when advance care planning may be introduced
2. outline who might be involved in the advance care planning process
3. describe the type of information an **individual** may need to enable them to make informed decisions
4. explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning
5. explain how the individual's capacity to discuss advance care planning may influence their role in the process
6. explain the meaning of informed consent
7. explain own role in the advance care planning process
8. identify how an Advance Care Plan can change over time
9. outline the principles of record keeping in advance care planning
10. describe circumstances when you can share details of the Advance Care Plan.

Outcome 3 Understand the person centred approach to advance care planning
The learner can:
1. describe the factors that an individual might consider when planning their Advance Care Plan
2. explain the importance of respecting the values and beliefs that impact on the choices of the individual
3. identify how the needs of **others** may need to be taken into account when planning advance care
4. outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning
5. explain how individual's care or support plan may be affected by an Advance Care Plan.

Unit 4222-660   Understand Advance Care Planning (EOL 303)

Additional guidance

Advance Care Planning is a process of discussion between an individual and people who provide care. It specifically allows the individual to make advance decisions about their future care and may include preferred place of death, funeral arrangements, specific requests for their care as they are dying and following death. It is not the same as the more general care planning process.

Individual is the person receiving support or care in the work setting

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

Unit 4222-661 Support the spiritual wellbeing of individuals (EOL 304)

Level: 3

Credit value: 3

UAN: M/503/8133

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting the spiritual wellbeing of individuals

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of **spirituality** for individuals
2. Be able to assess the spiritual needs of an individual
3. Understand the impact of values and beliefs on own and an individual's spiritual wellbeing
4. Be able to support individuals' spiritual wellbeing

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

HSC 350

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-661   Support the spiritual wellbeing of individuals (EOL 304)

Assessment Criteria

Outcome 1   Understand the importance of spirituality for individuals

The learner can:

1. outline different ways in which spirituality can be defined
2. define the difference between spirituality and religion
3. describe different aspects of spirituality
4. explain how spirituality is an individual experience
5. explain how spirituality defines an individual's identity
6. outline the links between spirituality, faith and religion
7. explain how an individual's current exploration of spirituality may be affected by their previous experience of spirituality, faith or religion.

Outcome 2   Be able to assess the spiritual needs of an individual

The learner can:

1. support the **individual** to identify their spiritual needs and how and by whom these can be addressed
2. identify how an individual's emphasis on spirituality may vary at different stages of their life experience
3. take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan.

Outcome 3   Understand the impact of values and beliefs on own and an individual's spiritual wellbeing

The learner can:

1. analyse how your own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing
2. identify how the values and beliefs of **others** may impact on the individual
3. identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others.

Outcome 4   Be able to support individuals' spiritual wellbeing

The learner can:

1. access resources and information to support the individual's spiritual wellbeing
2. contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing
3. support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing
4. support the individual to participate in their chosen **activities** to support their spiritual wellbeing
5. access any additional expertise required to meet the individual's spiritual needs
6. outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual.

Unit 4222-661 Support the spiritual wellbeing of individuals (EOL 304)

Additional guidance

Spirituality can be defined in many ways and can include:
- Life force
- Personal values and beliefs
- Uniqueness
- Life pilgrimage
- How desires are channelled
- Creativity
- Search for hope, harmony and wholeness

Individual is the person receiving support or care in the work setting

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

Activities may include formal or informal ceremonies, traditions and practices in addition to any other activity which might enable the individual to explore or express their own spirituality

Unit 4222-662 Supporting individuals with loss and grief before death (EOL 305)

Level: **3**

Credit value: **2**

UAN: **D/503/8645**

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting individuals with loss and grief before death

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the impact of loss and grief on individuals approaching end of life and others
2. Be able to support individuals and others through their experience of loss and grief
3. Be able to manage own feelings in relation to loss and grief

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-662 Supporting individuals with loss and grief before death (EOL 305)

Assessment Criteria

Outcome 1 Understand the impact of loss and grief on individuals approaching end of life and others

The learner can:

1. describe what is meant by loss and grief before reaching end of life
2. explain how the experience of loss and grief is unique to **individuals** and **others**
3. describe stages of loss and grief commonly experienced by individuals with a life-limiting illness
4. describe the effects of loss and grief on individuals and others.

Outcome 2 Be able to support individuals and others through their experience of loss and grief

The learner can:

1. support individuals and others to identify the **losses** they may experience
2. according to their preferences and wishes support individuals and others to communicate the losses they may experience
3. support the individual and others through each stage of grief they experience
4. support individuals and others experiencing loss and grief to access support services.

Outcome 3 Be able to manage own feelings in relation to loss and grief

The learner can:

1. describe how own feelings about loss and grief can impact on the support provided
2. use support systems to manage own feelings brought on by loss & grief.

Unit 4222-662   Supporting individuals with loss and grief before death (EOL 305)

Additional guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Individual is the person receiving support or care in the work setting

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

Losses may include
- Emotional
- Physical
- Financial
- Social

Unit 4222-663 Support individuals during the last days of life (EOL 306)

Level:	**4**
Credit value:	**5**
UAN:	**F/503/8685**

Unit aim

The purpose of this unit is to assess the learner's understanding, knowledge and skills when supporting individuals during the last days of life.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the impact of the last days of life on the individual and others
2. Understand how to respond to common symptoms in the last days of life
3. Be able to support individuals and others during the last days of life
4. Be able to respond to changing needs of an individual during the last days of life
5. Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual
6. Be able to manage own feelings in relation to an individual's dying or death

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-663 Support individuals during the last days of life (EOL 306)

Assessment Criteria

Outcome 1 Understand the impact of the last days of life on the individual and others

The learner can:
1. describe psychological aspects of the dying phase for the **individual** and **others**
2. analyse the impact of the last days of life on the relationships between individuals and others.

Outcome 2 Understand how to respond to common symptoms in the last days of life

The learner can:
1. describe the common signs of approaching death
2. explain how to minimise the **distress** of symptoms related to the last days of life
3. describe appropriate comfort measures in the final hours of life
4. explain the circumstances when life-prolonging treatment can be stopped or withheld identify the signs that death has occurred.

Outcome 3 Be able to support individuals and others during the last days of life

The learner can:
1. demonstrate a **range of ways** to enhance an individual's well- being during the last days of life
2. work in partnership with others to support the individual's well-being
3. describe how to use a **range of tools for end of life care** according to agreed ways of working
4. support others to understand the process following death according to **agreed ways of working**.

Outcome 4 Be able to respond to changing needs of an individual during the last days of life

The learner can:
1. explain the importance of following the individual's advance care plan in the last days of life
2. record the changing needs of the individual during the last days of life according to agreed ways of working
3. support the individual when their condition changes according to agreed ways of working

Outcome 5 **Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual**

The learner can:

1. implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working
2. provide care for the individual after death according to national guidelines, local policies and procedures
3. explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care
4. follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
5. explain ways to support others immediately following the death of the individual.

Outcome 6 **Be able to manage own feelings in relation to an individual's dying or death**

The learner can:

1. identify ways to manage own feelings in relation to an individual's death
2. use support systems to manage own feelings in relation to an individual's death.

Unit 4222-663 Support individuals during the last days of life (EOL 306)

Additional guidance

Individual is the person receiving support or care in the work setting

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 specialist

Distress may include:
- Physical
- Emotional
- Financial
- Social

Range of ways may include:
- environmental factors
- non-medical interventions
- use of equipment and aids
- alternative therapies

Tools for end of life care may include, for example:
- Liverpool Care Pathway
- Gold Standard Framework or equivalent
- Preferred priorities of care
- Advance care planning
- Welsh Integrated Care Pathway

Agreed ways of working refers to policies and procedures where they exist

Unit 4222-664 Understand how to support individuals during the last days of life (EOL 307)

Level: 3
Credit value: 3
UAN: J/503/8137

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of how to support individuals during the last days of life

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand common features of support during the last days of life
2. Understand the impact of the last days of life on the **individual** and **others**
3. Know how to support individuals and others during the last days of life
4. Understand the actions to be taken following an individual's death
5. Know how to manage own feelings in relation to an individual's dying or death

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principle

Unit 4222-664 Understand how to support individuals during the last days of life (EOL 307)

Assessment Criteria

Outcome 1 Understand common features of support during the last days of life

The learner can:
1. describe the common signs of approaching death
2. define the circumstances when life-prolonging treatment can be stopped or withheld
3. analyse the importance of any advance care plan in the last days of life
4. identify the signs that death has occurred.

Outcome 2 Understand the impact of the last days of life on the individual and others

The learner can:
1. describe the possible psychological aspects of the dying phase for the **individual** and **others**
2. explain the impact of the last days of life on the relationships between individuals and others
3. outline possible changing needs of the individual during the last days of life.

Outcome 3 Know how to support individuals and others during the last days of life

The learner can:
1. describe a **range of ways** to enhance an individual's wellbeing during the last days of life
2. explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life
3. describe how to use an integrated care pathway according to agreed ways of working
4. define key information about the process following death that should be made available to appropriate people according to **agreed ways of working**.

Outcome 4 Understand the actions to be taken following an individual's death

The learner can:
1. explain national guidelines, local policies and procedures relating to care after death
2. explain the importance of being knowledgeable about an individual's wishes for their after-death care
3. explain the importance of acting in ways that respect the individual's wishes immediately after death
4. describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
5. describe ways to support others immediately following the death of a close relative or friend.

Outcome 5 Know how to manage own feelings in relation to an individual's dying or death

The learner can:

1. define possible impact of an individual's death on own feelings
2. identify available support systems to manage own feelings in relation to an individual's death.

Unit 4222-664   Understand how to support individuals during the last days of life (EOL 307)

Additional guidance

Agreed ways of working include policies and procedures where these exist

Individual is the person receiving support or care in the work setting

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 specialist

Range of ways may include
- appropriate comfort measures in the final hours of life
- environmental factors
- non-medical interventions
- use of equipment and aids
- alternative therapies

This is a barred combination with EOL 306 within the Level 3 Certificate in Working in End of Life Care

Unit 4222-665 End of life and dementia care (EOL 308)

Level: 3
Credit value: 2
UAN: F/503/8704

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of how end of life care can be different with individuals with dementia.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:
1. Understand considerations for individuals with dementia at end of life
2. Understand how to support individuals with dementia affected by pain and distress at end of life
3. Understand how to support carers of individuals with dementia at end of life

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 4222-665   End of life and dementia care (EOL 308)

Assessment Criteria

Outcome 1   **Understand considerations for individuals with dementia at end of life**

The learner can:
1. outline in what ways dementia can be a terminal illness
2. compare the differences in the end of life experience of an **individual** with dementia to that of an individual without dementia
3. explain why it is important that end of life care for an individual with dementia must be person-centred
4. explain why individuals with dementia need to be supported to make advance care plans as early as possible.

Outcome 2   **Understand how to support individuals with dementia affected by pain and distress at end of life**

The learner can:
1. explain why pain in individuals with dementia is often poorly recognised and undertreated
2. describe ways to assess whether an individual with dementia is in pain or distress
3. describe ways to support individuals with dementia to manage their pain and distress at end of life using
    • Medication
    • Non medication techniques

Outcome 3   **Understand how to support carers of individuals with dementia at end of life**

The learner can:
1. explain why **carers** may experience guilt and stress at the end of life of an individual with dementia
2. describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia
3. describe how **others** caring for individuals with dementia may experience loss and grief
4. describe ways of supporting carers when **difficult decisions** need to be made for individuals with dementia at end of life
5. give examples of how to support carers and others to support an individual with dementia in the final stages of their life.

Unit 4222-665   End of life and dementia care (EOL 308)

Additional guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Individual is the person receiving support or care in the work setting

Carer is the unpaid carer, often a relative or friend

Others may include.
- Partner
- Family
- Friends
- Neighbours
- Care worker
- Colleague
- Manager
- Other professionals

Difficult decisions may include the carers, families, friends and others making some decision on behalf of the individual with dementia. It may mean that where an advanced decision to refuse treatment does not exist or there is no one appointed to make such decisions then a collective decision must be made using the best interests framework of the Mental Capacity Act

Unit 4222-668 Stroke Awareness (SCM 201)

Level: 2
Credit value: 3
UAN: F/503/7150

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 outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Know what a stroke is
2. Know how to recognise stroke
3. Understand the management of risk factors for stroke
4. Understand the importance of emergency response and treatment for stroke
5. Understand the management of stroke

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-668 Stroke Awareness (SCM 201)
Assessment Criteria

Outcome 1   Know what a stroke is

The learner can:

1. identify the changes in the brain associated with stroke
2. outline other conditions that may be mistaken for stroke
3. define the differences between stroke and Transient Ischaemic Attack (TIA).

Outcome 2   Know how to recognise stroke

The learner can:

1. list the signs and symptoms of stroke
2. identify the key stages of stroke
3. identify the **assessment tests** that are available to enable listing of the signs and symptoms
4. describe the potential changes that an individual may experience as a result of stroke.

Outcome 3   Understand the management of risk factors for stroke

The learner can:

1. state the prevalence of stroke in the UK
2. identify the **common risk factors** for stroke
3. describe how risk factors may vary in different **settings**
4. define the steps that can be taken to reduce the risk of stroke and subsequent stroke.

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

The learner can:

1. describe why stroke is a medical emergency
2. describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working
3. identify the impact on the individual of the key stages of stroke
4. identify the correct early positioning for airway management
5. identify the information that needs to be included in reporting relevant and accurate history of the incident.

Outcome 5   Understand the management of stroke

The learner can:

1. describe why effective stroke care is important to the management of stroke
2. identify support available to **individuals** and **others** affected by stroke
3. identify other agencies or resources to signpost individual or others for additional support and guidance.

Unit 4222-668 Stroke Awareness (SCM 201)

Additional guidance

Assessments tests
refers to FAST - Face, Arms Speech Test

Common risk factors include:
- genetic
- Lifestyle
- ethnicity
- age
- other medical conditions

An **individual** is someone accessing care or support.

Others may include:
- family members
- friends
- advocates
- other professionals
- carers

Settings this may vary according to the health and social care setting of the individual e.g. residential or domiciliary environment

Unit 4222-669 Understand Stroke Care Management (SCM 301)

Level: 3
Credit value: 4
UAN: J/503/7165

Unit aim

The aim of this unit is to provide an understanding of legislation, guidelines and best practice to support stroke care management. It will enable learners to explore the effects of stroke on an individual and to provide an understanding of how a person centred approach may support stroke care management

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how to support individuals to manage stroke according to legislation, policy and guidance
2. Understand specific communication factors affecting individuals following a stroke
3. Understand changing physical needs of individuals affected by stroke
4. Understand the impact of the effects of stroke on daily living
5. Understand the associated complications for an individual with stroke
6. Understand the importance of adopting a person centred approach in stroke care management

Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Unit 4222-669 Understand Stroke Care Management (SCM 301)

Assessment Criteria

Outcome 1   Understand how to support individuals to manage stroke according to legislation, policy and guidance

The learner can:

1. summarise current legislation, policy and guidance related to supporting individuals with stroke
2. explain what current best practice is in the initial stages of stroke care management
3. explain how an individual could be encouraged to review their lifestyle and promote their own health and well-being
4. describe the potential implications of mental capacity for an individual following a stroke.

Outcome 2   Understand specific communication factors affecting individuals following a stroke

The learner can:

1. evaluate the **effects of stroke** on the brain in relation to the ability to communicate
2. describe a range of common communication methods and **aids** to support individuals affected by a stroke
3. analyse methods of facilitating communication using supported conversation techniques
4. identify any pre-existing illnesses or disabilities that need to be taken into account when addressing communication
5. describe the effects on the individual of experiencing communication difficulties
6. identify additional agencies and resources to support with communication needs.

Outcome 3   Understand changing physical needs of individuals affected by stroke

The learner can:

1. describe the **changes in the brain** of an individual affected by a stroke
2. describe the **physical effects** of stroke on an individual
3. explain the impact a stroke may have on swallowing and nutrition
4. describe the possible effects of stroke on **sensory** ability
5. analyse the fluctuating nature of effects of stroke on an individual.

Outcome 4   Understand the impact of the effects of stroke on daily living

The learner can:

1. explain the use of daily activities to promote recovery and independence
2. explain the importance of **repetition** to promote recovery
3. identify the effects of fatigue in stroke rehabilitation
4. describe the implication of stroke on lifestyle.

Outcome 5   Understand the associated complications for an individual with stroke

The learner can:
1. explain the **psychological and emotional** effects on the individual with stroke
2. describe the **cognitive** needs of the individual with stroke
3. describe the **health needs** that may be associated with stroke.

Outcome 6   Understand the importance of adopting a person centred approach in stroke care management

The learner can:
1. explain how **person centred values** must influence all aspects of stroke care management
2. explain the importance of working in partnership with **others** to support care management
3. describe the importance of working in ways that promote **active participation** in stroke care management.

Unit 4222-669   Understand Stroke Care Management (SCM 301)

Additional guidance

Aphasia   these terms are often used interchangeably with **Apraxia   dysphasia** and **dyspraxia**

Effects of stroke may include:
- **Aphasia**
- **Apraxia**
- Dysarthria

changes in the brain
- The dominant side of the brain
- Non dominant side

Aids may include:
- High tech (electronic technology) or
- Low tech(anything non electronic)

Physical effects may include
- Fatigue
- Mobility
- Continence
- Pain
- Spatial awareness

National and local guidelines, policies, protocols and best practice guidelines

Sensory includes:
- Vision
- Hearing

Lifestyle includes:
- Driving
- Return to work
- Finances
- Benefits
- Sexuality
- Relationships
- Transport
- Leisure

Psychological and emotional needs may include
- Self esteem

- Confidence
- Depression
- Mood swings
- Grieving process
- Anger and frustration
- Behaviour changes
- Isolation

Cognitive needs may include
- Memory loss
- Perception
- Lack of inhibition
- Personality changes
- Emotional labiality

Health needs
- Medication
- Co-morbidity
- Complications e.g.
    - Aspiration
    - Airway obstruction
    - Hypoxia
    - Hypotension
    - Hypertension
    - Hyperglycaemia
    - Bed sores

Repetition this could mean repeating day to day activities or therapeutic remedies

Person centred values include
- Individuality
- Rights
- Choices
- Privacy
- Independence
- Dignity
- Respect
- Partnership

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

Active participation is a way of working that regards individuals as active partners in their own support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

Unit 4222-672 Promote nutrition and hydration in health and social care settings (FSN 301)

Level: 3
Credit value: 4
UAN: T/503/2575

Unit aim

This unit is aimed at learners who work in a wide range of health and social cares 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 outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Understand what makes up a **balanced diet**
2. Understand nutritional guidelines
3. Be able to promote nutrition in health and social care settings
4. Be able to promote hydration in health and social care settings
5. Understand how to prevent malnutrition in health and social care settings
6. Be able to carry out nutritional screening in health and social care settings
7. Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings
8. Understand factors that affect special dietary requirements in health and social care settings

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Links to NOS HSC 213

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Unit 4222-672   Promote nutrition and hydration in health and social care settings (FSN 301)

Assessment Criteria

Outcome 1   Understand what makes up a *balanced diet*

The learner can:

1. define the main food groups
2. identify sources of essential nutrients
3. explain the role of essential nutrients for **health**
4. evaluate the impact of poor diet on health and **wellbeing**
5. explain what adaptations to a balanced diet may be required for **different groups**

Outcome 2   Understand nutritional guidelines

The learner can:

1. summarise current national **nutritional guidelines** for a balanced diet
2. explain how to access additional support and information relating to nutrition and hydration

Outcome 3   Be able to promote nutrition in health and social care settings

The learner can:

1. explain the importance of a balanced diet
2. demonstrate how to plan an appropriate balanced diet with an **individual**
3. demonstrate how to promote an appropriate balanced diet with an individual.
4. evaluate the effectiveness of different ways of promoting healthy eating

Outcome 4   Be able to promote hydration in health and social care settings

The learner can:

1. explain the importance of hydration
2. describe signs of dehydration
3. demonstrate ways to support and promote hydration with individuals
4. evaluate the effectiveness of different ways of supporting and promoting hydration

Outcome 5   Understand how to prevent malnutrition in health and social care settings

The learner can:

1. describe the **factors** that may affect nutritional intake
2. describe the **risk factors** that may lead to malnutrition
3. describe the signs of malnutrition
4. explain ways of ensuring foods and drinks have increased nutritional density through **fortification**
5. describe the appropriate use of nutritional supplements

Outcome 6   Be able to carry out nutritional screening in health and social care settings

The learner can:

1. describe the purpose of **nutritional screening**
2. carry out nutritional screening
3. implement the actions identified by nutritional screening
4. monitor, record and review the actions taken following nutritional screening

Outcome 7   Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings

The learner can:

1. describe the roles and responsibilities of **others** in assessing and managing the nutritional and hydration needs with individuals
2. explain ways in which nutrition and hydration can be monitored
3. monitor and record nutrition and hydration of an individual in accordance with their **plan of care**

Outcome 8   Understand factors that affect special dietary requirements in health and social care settings

The learner can:

1. describe factors that may promote healthy eating in different groups
2. describe factors that may create barriers to healthy eating for different groups
3. explain why individuals may have special dietary requirements
4. explain why it is important for individuals with special dietary requirements to follow special diets

Unit 4222-672 Promote nutrition and hydration in health and social care settings (FSN 301)

Additional guidance

Balanced diet is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health

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 etc.

Factors can include:
- Culture and religion
- Individual preferences and habits
- Physical factors – positioning, oral hygiene etc.
- Psychological factors – depression, eating disorders etc.
- Income, lifestyle and social convention
- Advertising and fads
- Family and peer group influences
- Ethics, morals and political beliefs
- Neglect

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 etc.

Health refers to general physical health and healthy weight (i.e. BMI in the accepted range for the individual's group)

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

Individual is someone requiring care or support

Nutritional guidelines refers to the latest national guidance for appropriate groups

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)

Others may include:
- the individual
- family and friends
- carers
- colleagues
- other professionals e.g. district nurses, GP's, dieticians, speech and language therapist etc.

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.

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

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)

Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life

Unit 4222-673 Promote nutrition and hydration in early years and childcare settings (FSN 302)

Level: 3
Credit value: 4
UAN: A/503/2576

Unit aim

This unit is aimed at learners who work in early years or childcare settings. The unit develops the learners' knowledge and skills in contributing to the promotion of nutrition and hydration.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Understand the principles of a **balanced diet** for children
2. Be able to plan and promote a balanced diet for children
3. Understand the principles of hydration for babies and children
4. Be able to promote hydration in babies and/or children
5. Understand how to contribute to the prevention of malnutrition in babies and children
6. Understand the principles of infant feeding
7. Understand the importance of **special dietary requirements** for babies and children
8. Be able to contribute to the monitoring of nutrition and hydration for babies or children

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Links to NOS CCLD 307

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

*   candidate portfolio of evidence.

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Unit 4222-673 Promote nutrition and hydration in early years and childcare settings (FSN 302)

Assessment Criteria

Outcome 1   Understand the principles of a balanced diet for children

The learner can:

1. describe current government **nutritional guidelines** for a balanced diet for children
2. define the main food groups
3. identify sources of essential nutrients
4. explain the importance of a balanced diet
5. evaluate the impact of poor diet on **health** and **wellbeing**
6. explain how dietary requirements change across the span of the early years

Outcome 2   Be able to plan and promote a balanced diet for children

The learner can:

1. evaluate the **factors** that may affect nutritional intake
2. explain how a **healthy diet** can be promoted for children
3. plan a balanced diet for a child that meets their individual dietary requirements
4. encourage children to eat a healthy balanced diet
5. evaluate own and **others** contribution to the balanced diet of a child

Outcome 3   Understand the principles of hydration for babies and children

The learner can:

1. explain the importance of hydration
2. describe the signs of dehydration in babies and children
3. explain the impact of dehydration on health and wellbeing

Outcome 4   Be able to promote hydration in babies and/or children

The learner can:

1. evaluate the factors that may affect hydration
2. explain how hydration can be promoted for babies and children
3. demonstrate different approaches to promote hydration for babies or children
4. evaluate the effectiveness of different ways of promoting hydration for babies and/or children

Outcome 5   Understand how to contribute to the prevention of malnutrition in babies and children

The learner can:

1. describe the signs of malnutrition
2. explain the risk factors that may lead to malnutrition
3. explain ways of increasing nutritional density of foods and drinks

Outcome 6   Understand the principles of infant feeding

The learner can:

1. compare the benefits of breast feeding and infant formula feeding
2. explain current **UN and national guidance** on breast feeding
3. describe current national guidance on the introduction of solid foods
4. discuss suitable choices of foods and drinks for weaning

Outcome 7   Know the importance of special dietary requirements for babies and children

The learner can:

1. explain circumstances where babies or children have special dietary requirements
2. describe special diets
3. analyse the potential risks of not following a special diet

Outcome 8   Be able to contribute to the monitoring of nutrition and hydration for babies or children

The learner can:

1. describe own responsibilities in relation to monitoring nutrition and hydration
2. explain the responsibilities of others in relation to monitoring the nutrition and hydration of babies or children
3. complete records for the monitoring of nutrition and hydration in line with agreed ways of working
4. explain actions to take when there are concerns about the nutrition and hydration of babies or children

Unit 4222-673 Promote nutrition and hydration in early years and childcare settings (FSN 302)

Additional guidance

Nutritional guidelines refers to the latest national guidance for appropriate age groups

Health refers to general physical health and healthy weight (i.e. BMI in the accepted range for the individual's group)

Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life

Factors can include:
- Culture and religion
- Individual preferences and habits
- Physical factors – positioning, oral hygiene etc.
- Psychological factors – depression, eating disorders etc.
- Income, lifestyle and social convention
- Advertising and fads
- Family and peer group influences
- Ethics, morals and political beliefs
- Neglect

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–i.e., produced without pesticides and chemical preservatives

Others may include:
- parents or carers
- colleagues
- other professionals e.g. health visitors, school nurses, dieticians, speech and language therapist etc.

UN and national guidance refers to the latest guidance supporting breast feeding which may include the UN Baby Friendly Initiative

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 4222-675 Develop professional supervision practice in health and social care or children and young people's work settings (LM2c)

Level: 5
Credit value: 5
UAN: M/602/3187

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to undertake professional supervision of others.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the purpose of professional supervision in health and social care or children and young people's work settings
2. Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings
3. Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings
4. Be able to provide professional supervision in health and social care or children and young people's work settings
5. Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings
6. Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings

Guided learning hours

It is recommended that **39** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

LMCS A1, B1, HSC 41, 43, 45 CCLD 328, 427

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting

Unit 4222-675 Develop professional supervision practice in health and social care or children and young people's work settings (LM2c)

Assessment Criteria

Outcome 1 Understand the purpose of professional supervision in health and social care or children and young people's work settings

The learner can:

1. analyse the principles, scope and purpose of professional supervision
2. outline theories and models of professional supervision
3. explain how the requirements of legislation, codes of practice and **agreed ways of working** influence professional supervision
4. explain how findings from research, critical reviews and inquiries can be used within professional supervision
5. explain how professional supervision can protect the:
   - **individual**
   - supervisor
   - supervisee

Outcome 2 Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings

The learner can:

1. explain the performance management cycle
2. analyse how professional supervision supports performance
3. analyse how performance indicators can be used to measure practice

Outcome 3 Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings

The learner can:

1. explain factors which result in a power imbalance in professional supervision
2. explain how to address power imbalance in own supervision practice
3. agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process
4. agree with supervisee the frequency and location of professional supervision
5. agree with supervisee sources of evidence that can be used to inform professional supervision
6. agree with supervisee actions to be taken in preparation for professional supervision

Outcome 4 Be able to provide professional supervision in health and social care or children and young people's work settings

The learner can:

1. support supervisees to reflect on their practice
2. provide positive feedback about the achievements of the supervisee
3. provide constructive feedback that can be used to improve performance
4. support supervisees to identify their own development needs
5. review and revise professional supervision targets to meet the identified objectives of the work setting
6. support supervisees to explore different methods of addressing challenging situations record agreed supervision decisions

Outcome 5 Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings

The learner can:

1. give examples from own practice of managing conflict situations within professional supervision
2. reflect on own practice in managing conflict situations experienced during professional supervision process

Outcome 6 Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings

The learner can:

1. gather feedback from supervisee/s on own approach to supervision process
2. adapt approaches to own professional supervision in light of feedback from supervisees and others

Unit 4222-675 Develop professional supervision practice in health and social care or children and young people's work settings (LM2c)

Additional guidance

Agreed ways of working will include policies and procedures where these exist.

An **Individual** is someone accessing care or support

Unit 4222-677 Understand the Effects of Ageing in Activity Provision (ACT 304)

Level: 3
Credit value: 2
UAN: T/502/7599

Unit aim

This unit assesses the learner's understanding of the effects of ageing in relation to activity provision.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the effects of human ageing
2. Understand the impact of age-related changes and activity

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with the Skills for Care and Development QCF Assessment Principles

Unit 4222-677 Understand the Effects of Ageing in Activity Provision (ACT 304)

Assessment Criteria

Outcome 1   Understand the effects of human ageing

The learner can:
1. describe the physiological disorders associated with ageing
2. describe the psychological effects of ageing
3. describe mental heath disorders associated with ageing
4. describe the influence of culture on perceptions of ageing.

Outcome 2   Understand the impact of age-related changes and activity

The learner can:
1. explain how the age-related changes can impact on an individual's engagement in activity
2. explain how engagement in activity can affect wellbeing in relation to ageing
3. explain ways in which an activity provider can address the challenges associated with age-related changes to engagement in activity.

Unit 4222-678 Understanding and Enabling Assisting and Moving Individuals (MH 203)

Level: 2
Credit value: 4
UAN: K/502/7583

Unit aim

This unit covers the movement, assistance and positioning of individuals as part of their care and support plan. This unit promotes the risk reduction strategy as identified through the individual's risk assessment. The unit is aimed at learners who may work in diverse settings and who will be assisting and moving individuals who have a range of abilities.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand the key concepts of manual handling in relation to assisting and moving **individuals**
2. Understand the impact of assisting and moving for workers and individuals
3. Understand the role of workers and **others** in relation to assisting and moving
4. Be able to prepare an environment before assisting and moving an individual
5. Be able to support the individual to prepare before assisting and moving
6. Be able to assist and move an individual in accordance with the individual's risk assessment and care plan
7. Be able to report and record changes that may affect the individual's care and support plan for assisting and moving

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Unit 4222-678   Understanding and Enabling Assisting and Moving Individuals (MH 203)

Assessment Criteria

Outcome 1   Understand the key concepts of manual handling in relation to assisting and moving individuals

The learner can:
1. define the term manual handling
2. describe the following terms in relation to moving and assisting individuals:
   (a) risk,
   (b) **hazards**,
   (c) risk assessment,
   (d) care plan,
   (e) **ergonomic approach**
3. describe how **current legislation** relates to assisting and moving individuals
4. identify **agreed ways of working** that relate to assisting and moving individuals.

Outcome 2   Understand the impact of assisting and moving for workers and individuals

The learner can:
1. describe the basic anatomy of the human body affected by assisting and moving
2. describe a range of aids and **equipment** that is available for assisting and moving individuals
3. describe the potential injuries to the worker which may arise by failing to follow approved assisting and moving techniques
4. describe the potential injuries to the individual which may arise by failing to follow approved assisting and moving techniques
5. describe the potential legal consequences of injuries to the individual.

Outcome 3   Understand the role of workers and others in relation to assisting and moving

The learner can:
1. describe responsibilities of worker's own role in relation to assisting and moving individuals
2. identify limitations of worker's own role in relation to assisting and moving individuals
3. describe the role of others in relation to assisting and moving
4. describe when advice and/or assistance should be sought to assist or move an individual safely.

Outcome 4   Be able to prepare an environment before assisting and moving an individual

The learner can:

1. describe why necessary preparatory checks are completed including:
   (a) the individual's care plan,
   (b) moving and handling risk assessment,
   (c) legal requirements for the safety of equipment
2. demonstrate that standard precautions for infection prevention and control are applied to:
   (a) the worker,
   (b) the individual,
   (c) equipment
3. identify any immediate risks to the individual and how these should be assessed both formally (documented) and informally (on the spot)
4. describe the use of written risk assessment tools in relation to identified risks.
5. describe the steps that should be taken to ensure the environment supports an individual's **dignity** during assisting and moving activities
6. describe the additional risk factors that need to be considered when working with one or more colleagues to provide mobility assistance
7. demonstrate how to prepare the immediate environment, ensuring:
   (a) adequate space for the move in agreement with all concerned,
   (b) that potential hazards are removed,
   (c) that any equipment has been checked as safe to use.

Outcome 5   Be able to support the individual to prepare before assisting and moving

The learner can:

1. communicate to ensure that, where applicable, the individual:
   (a) can provide valid consent where appropriate,
   (b) can participate in the procedure,
   (c) can communicate how much they wish to do for themselves,
   (d) can agree the level of support required,
   (e) understands why and how an action/activity is being undertaken
2. describe what actions should be taken when the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment
3. describe where to seek advice and assistance if the individual's wishes conflict with their care plan.

Outcome 6   Be able to assist and move an individual in accordance with the individual's risk assessment and care plan

The learner can:

1. demonstrate that the care plan is followed in a way that is satisfactory to the individual.
2. communicate with the individual throughout, in order to provide support and reassurance
3. communicate with the individual to ensure that assisting and moving techniques are not causing any undue pain or discomfort
4. demonstrate the appropriate use of equipment in order to maintain the individual in the appropriate position
5. observe the individual throughout the activity so that movement can be stopped if there is an adverse reaction
6. communicate with any co-workers throughout the manoeuvre where appropriate.
7. identify when to seek advice or assistance in order to prevent harm or danger to the individual or self.

Outcome 7 Be able to report and record changes that may affect the individual's care and support plan for assisting and moving

The learner can:

1. describe what changes may occur in relation to:
   (a) the individual,
   (b) environment,
   (c) equipment
   and how this may impact on the care and support plan of an individual
2. describe how changes should be reported and recorded.

Unit 4222-678   Understanding and Enabling Assisting and Moving Individuals (MH 203)

Additional guidance

Individuals:
People requiring health and care services

Hazards:
Items with the potential to cause harm.

Ergonomic approach:
The applied science of equipment design, as for the workplace, intended to maximize productivity by reducing operator fatigue and discomfort

Legislation:
HASAWA Health and Safety at Work Act (1974)
MHSWR   Management of Health & Safety at Work (1999)
MHOR Regulations Manual Handling Operations Regulations (1990)
LOLER/PUWER Lifting operations and lifting equipment regulations (1998) / Provision and use of work equipment (1998)
RIDDOR Reporting of injuries, diseases and dangerous occurrences (1995)
Human Rights Act 1998
Mental Capacity Act 2005
Disability Discrimination Act 1995

Agreed ways of working:
Include policies and procedures where these exist; they may be less formally documented with micro-employers. This includes appropriate
clothing/footwear relevant to tasks.

Others, e.g.:
- care worker
- carers
- colleagues
- managers
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- admiral nurses
- independent mental capacity advocate
- independent mental health advocate
- community psychiatric nurse

- dementia care advisor
- advocate
- support groups

Equipment e.g.
- Hoist
- Lifting cushion
- Slide sheets

Dignity:
Bearing, conduct, or speech indicative of self respect or appreciation of the formality or gravity of an occasion or situation.

Unit 4222-679 Diabetes Awareness (DIB 201)

Level: 3
Credit value: 6
UAN: D/503/1839

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 outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand diabetes and the associated implications
2. Know the most common types of diabetes and their causes
3. Understand how to implement a person-centred approach when supporting individuals with diabetes
4. Understand the nutritional needs of individuals with diabetes
5. Understand factors relating to an individual's experience of diabetes
6. Understand the importance of monitoring diabetes
7. Understand the links between diabetes and other conditions

Guided learning hours

It is recommended that **46** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

DIAB HA1, DIAB HA2, DIAB HA5, DIAB HA8, DIAB TT01.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

Unit 4222-679 Diabetes Awareness (DIB 201)

Assessment Criteria

Outcome 1   Understand diabetes and the associated implications

The learner can:

1. define diabetes
2. identify prevalence rates for different types of diabetes
3. describe possible key long-term complications to health as a result of having diabetes
4. explain what is meant by the term hyperglycaemia
5. explain the procedure of referring an individual with diabetes to **others**

Outcome 2   Know the most common types of diabetes and their causes

The learner can:

1. describe key features of Type 1 diabetes
2. describe key features of Type 2 diabetes
3. list the most common possible causes of diabetes:
   - type 1
   - type 2
4. describe the likely signs and symptoms of diabetes
5. outline contributing risk factors that may lead to the development of Type 2 diabetes

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

The learner can:

1. define **person-centred** support
2. explain the importance of using individualised care plans to support individuals with diabetes
3. explain the care pathway for the individual with newly diagnosed Type 2 diabetes
4. explain what self-care skills are
5. explain how to work with an individual, and or their carer, to optimise self-care skills
6. explain the importance of supporting individuals to make informed decisions

Outcome 4   Understand the nutritional needs of individuals with diabetes

The learner can:

1. explain the principles of a balanced diet
2. analyse how **different carbohydrates** affect blood glucose level
3. explain the role of the nutritional plan and how to report any related problems.

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

The learner can:

1. describe how **different individuals** may **experience living** with diabetes
2. explain the impact that the attitudes and behaviours of others may have on an individual with diabetes
3. explain how an individual can manage their diabetes through different aspects of their lifestyle.

Outcome 6 Understand the importance of monitoring diabetes

The learner can:

1. explain the importance of accurately measuring blood pressure when supporting individuals with diabetes
2. identify the normal parameters for blood pressure
3. explain the purpose of accurate blood glucose monitoring for individuals with diabetes
4. state the normal blood glucose range
5. explain the purpose of accurate urine monitoring for individuals with diabetes
6. describe the annual review checks needed to screen for long term complications

Outcome 7 Understand the links between diabetes and other conditions

The learner can:

1. explain the links between diabetes and:
   - dementia
   - depression
   - pregnancy

Unit 4222-679 Diabetes Awareness (DIB 201)

Additional guidance

Person-centred – this is a way of working which aims to put the person at the centre of the care situation, taking into account their individuality, wishes, and preferences

Individuals – are people requiring care or support

Different carbohydrates - carbohydrates act as the body's main source of energy. They are essential sugars that are broken down by the body during digestion. There are two categories of carbohydrates, and three types within those categories:

Simple

Simple carbohydrates are also known as simple sugars. These simple carbs give the body a quick energy boost. Natural sugar from fruit, table sugar and sugar from milk all fall into this category.

Complex

Fiber and starch are complex carbs that take longer for the body to digest. Vegetables, breads, rice, whole grains and pasta are examples of complex carbohydrates

Different individuals -depending on age, type of diabetes and level of ability and disability

Experience living- To include the impact on the individual's physical, physiological and mental well being

Others may include:
- Care workers
- Colleagues
- Managers
- GP
- Pharmacist
- Nurse
- Dietician
- Podiatrist
- Community Diabetes Specialist Nurse
- Diabetes Care Advisors
- Advocate
- Support groups

Unit 4222-680 Coordination of Activity Provision in Social Care (ACT 301)

Level: 3
Credit value: 5
UAN: R/502/7576

Unit aim

This unit assesses the learner's ability to coordinate activity provision.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the process of activity coordination
2. Be able to involve others in activity provision
3. Be able to budget for activity provision
4. Be able to select venues for activities
5. Understand how to monitor and evaluate activity provision

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

HSC 35, 351

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Unit 4222-680 Coordination of Activity Provision in Social Care (ACT 301)

Assessment Criteria

Outcome 1   Understand the process of activity coordination

The learner can:

1. Explain the importance of aims and objectives when coordinating activity provision
2. Produce a plan for coordinated activity provision in a given setting
3. Describe reporting requirements for activity coordination

Outcome 2   Be able to involve others in activity provision

The learner can:

1. Explain the challenges others might experience in engaging in activity provision
2. Demonstrate ways in which others can be supported in contributing to activity provision
3. Analyse the effects of involving others in activity provision

Outcome 3   Be able to budget for activity provision

The learner can:

1. Produce a budget for coordinated activity provision in a given setting
2. Demonstrate delivery of an activity within a budget

Outcome 4   Be able to select venues for activities

The learner can:

1. Assess the suitability of different venues in terms of:
2. type of activity
3. client group
4. cost
5. for a range of activity provision

Outcome 5   Understand how to monitor and evaluate activity provision

The learner can:

1. Explain the purpose of monitoring and evaluating activity provision
2. Critically compare different methods of monitoring and evaluating activity provision
3. Carry out an evaluation of coordinated activity provision
4. Record and report on outcomes and any revisions in line with **agreed ways of working**

Unit 4222-680   Coordination of Activity Provision in Social Care (ACT 301)

Additional guidance

Others may include:
- Co-workers
- Therapeutic experts
- Volunteers
- Professionals
- The individual
- People in the community

Unit 4222-217 Provide support for journeys (HSC 2008)

Level: 2
Credit value: 2
UAN: A/601/8025

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 outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand factors to consider when planning support for journeys
2. Be able to support individuals to plan journeys
3. Be able to support individuals when making journeys
4. Be able to review the support provided for individuals when making journeys

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 28.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning Outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 4222-217   Provide support for journeys (HSC 2008)

Assessment Criteria

Outcome 1   Understand factors to consider when planning support for journeys

The learner can:

1. describe different **aspects and factors** to consider when planning a journey
2. describe different risks that may arise and ways to minimise these
3. describe different types of communication technology that can support planning and making journeys safely.

Outcome 2   Be able to support individuals to plan journeys

The learner can:

1. agree with the individual the level and type of support needed for planning and making a journey
2. support the individual to research a journey that they wish to make
3. support the individual to develop a plan for a journey that promotes **active participation** and reflects **agreed ways of working**.

Outcome 3   Be able to support individuals when making journeys

The learner can:

1. support the individual in line with the journey plan
2. describe ways to deal with unforeseen problems that may occur during a journey.

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

The learner can:

1. describe what factors should be considered when reviewing support for the journey
2. seek feedback from the individual on the support provided for the journey
3. contribute to reviewing support for the journey
4. revise the journey plan to take account of the review in line with agreed ways of working.

Unit 4222-217   Provide support for journeys (HSC 2008)
Additional guidance

- An **individual** is someone requiring care or support.
- **Aspects** and factors may include those relating to:
  - The individual
  - The journey
  - Health and Safety
- **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
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4222-220 Support individuals who are distressed (HSC 2012)

Level: **2**

Credit value: **3**

UAN: **L/601/8143**

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 outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand causes and effects of distress
2. Be able to prepare to support individuals who are experiencing distress
3. Be able to support individuals through periods of distress
4. Be able to support individuals to reduce distress
5. Be able to record and report on an individual's distress

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 226.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit 4222-220 Support individuals who are distressed (HSC 2012)

Assessment Criteria

Outcome 1   Understand causes and effects of distress

The learner can:

1. identify common **causes of distress**
2. describe signs that may indicate an **individual** is distressed
3. explain how distress may affect the way an individual communicates
4. explain how working with an individual who is distressed may impact on own well being.

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

The learner can:

1. access information and advice about supporting an individual through a time of distress
2. establish signs of distress that would indicate the need for specialist intervention
3. describe how to access specialist intervention
4. identify sources of support to manage own feelings when working with an individual who is distressed.

Outcome 3   Be able to support individuals through periods of distress

The learner can:

1. communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs
2. demonstrate ways to alleviate immediate distress
3. adapt support in response to the individual's reactions
4. demonstrate how to involve others in supporting an individual who is distressed.

Outcome 4   Be able to support individuals to reduce distress

The learner can:

1. encourage the individual to express thoughts and feelings about troubling aspects of their life
2. work with the individual and **others** to identify triggers for distress
3. work with an individual and others to reduce triggers or alleviate causes of distress
4. encourage the individual to review their usual ways of coping with distress.

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

The learner can:

1. maintain records relating to the individual's distress and the support provided
2. report on periods of distress in line with agreed ways of working.

Unit 4222-220   Support individuals who are distressed (HSC 2012)

Additional guidance

- **Causes of distress** may be:
  o   Internal to the individual
  o   Related to support needs
  o   Related to support provision
  o   Related to loss
  o   Related to change.
- **Individual:** An individual is someone requiring care or support.
- **Others** may include:
  o   Family
  o   Friends
  o   Advocates
  o   Line manager
  o   Other professionals
  o   Others who are important to the individual's well-being.

Unit 4222-683 Facilitate the development of effective group practice in health and social care or children and young people's settings (O20c)

Level: 5
Credit value: 6
UAN: Y/602/2339

Unit aim

The purpose of this unit is assess the learner's knowledge, understanding and skills required to facilitate groups, support individuals' rights within the group process and enable groups to deal with conflicts.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand how groups develop and function in health and social care or children and young people's work settings
2. Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings
3. Be able to facilitate a group in health and social care or children and young people's work settings
4. Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings
5. Be able to monitor and review the work of a group in health and social care or children and young people's work settings

Guided learning hours

It is recommended that **42** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

AG27 HSC 429 LDSS 418

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Unit 4222-683 Facilitate the development of effective group practice in health and social care or children and young people's settings (O20c)

Assessment Criteria

Outcome 1   Understand how groups develop and function in health and social care or children and young people's work settings

The learner can:
1. analyse the impact of theories and models on group work practice
2. explain how to form and maintain a cohesive and effective group
3. explain how different facilitation styles may influence
   • group dynamics
   • lifecycle of the group
   • group outcomes
   • development of roles within the group
4. explain why it is important to be clear about the purpose and desired outcomes for the group
5. analyse the importance of participant engagement in achieving group outcomes

Outcome 2   Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings

The learner can:
1. evaluate methods that may be utilised in facilitating groups
2. prepare an environment that is conducive to the functioning of the group
3. work with a group/s to agree acceptable group and individual behaviour
4. work with a group to negotiate and agree tasks, desired outcomes and ways of working

Outcome 3   Be able to facilitate a group in health and social care or children and young people's work settings

The learner can:
1. use a range of methods to accommodate different learning styles within the group
2. provide a group experience where participants are engaged and stimulated
3. intervene effectively in a group session to improve the learning process

Outcome 4   Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings

The learner can:
1. demonstrate inclusive practice when facilitating groups
2. support consensus and manage **conflict** within a group
3. explain how to challenge excluding or discriminatory behaviour
4. demonstrate how to manage diverse group behaviours
5. explain when to refer issues and areas of concern

Outcome 5   Be able to monitor and review the work of a group in health and social care or children and young people's work settings

The learner can:

1. work with a group to agree monitoring and review processes
2. implement systems and processes to monitor and review the progress of a group
3. assess the effectiveness of a group in relation to identified outcomes
4. reflect on strengths and areas for development in own practice of facilitating groups

Unit 4222-683 Facilitate the development of effective group practice in health and social care or children and young people's settings (O20c)

Additional guidance

Conflict may include:
- negative comments
- disagreements
- discrimination
- power imbalance
- threats
- body language
- non compliance

Unit 4222-684 Manage induction in health and social care or children and young people's settings (O35)

Level: 4
Credit value: 3
UAN: T/602/2574

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills for managing induction in health and social care or children and young people's settings.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the purpose of induction for health and social care or children and young people's settings
2. Be able to manage the induction process in health, social care and children and young people's work settings
3. Be able to support the implementation of induction processes in health, social care and children and young people's work settings
4. Be able to evaluate the induction process in health and social care or children and young people's settings
5. Be able to implement improvements to the induction process in health and social care or children and young people's settings

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

HSC 444 LMC A1 A3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting

Unit 4222-684 Manage induction in health and social care or children and young people's settings (O35)

Assessment Criteria

Outcome 1   Understand the purpose of induction for health and social care or children and young people's settings

The learner can:
1. explain why induction is important for **practitioners**, **individuals** and organisations
2. identify information and support materials that are available to promote effective induction
3. explain the link between induction processes, qualifications and progression routes in the sector
4. analyse the role of the induction process in supporting others to understand the values, principles and **agreed ways of working** within a work setting
5. analyse the role of induction in safeguarding individuals and others within a work setting

Outcome 2   Be able to manage the induction process in health, social care and children and young people's work settings

The learner can:
1. explain the **factors that influence** induction processes for practitioners
2. develop an induction programme in agreement with others
3. manage the induction process for practitioners

Outcome 3   Be able to support the implementation of induction processes in health, social care and children and young people's work settings

The learner can:
1. identify different methods that can be used to support the induction process for practitioners
2. support others involved in the induction of practitioners
3. obtain feedback from others on practitioners achievement of identified induction requirements
4. support practitioners to reflect on their learning and achievement of induction requirements
5. provide feedback to practitioners on achievement of induction requirements
6. support personal development planning for a practitioner on completion of induction

Outcome 4   Be able to evaluate the induction process in health and social care or children and young people's settings

The learner can:
1. explain the importance of continuous organisational improvement in the provision of induction
2. obtain feedback on the induction process from practitioners
3. obtain feedback on the induction process from **others** in the work setting
4. use feedback to identify areas for improvement within the induction process

Outcome 5 **Be able to implement improvements to the induction process in health and social care or children and young people's settings**

The learner can:

1. work with others to identify improvements within the induction process
2. work with others to implement changes required to address areas for improvement within the induction process

Unit 4222-684 Manage induction in health and social care or children and young people's settings (O35)

Additional guidance

Practitioners could include:

- new recruits
- existing employees who have taken on additional responsibilities
- existing employees who have taken on a new role
- temporary or agency workers
- workers transferring from another setting
- students on placement
- volunteers

Individuals are those accessing care or services

Agreed ways of working will include policies and procedures where these exist.

Factors that influence could include:

- job descriptions
- levels of responsibility
- previous experience
- qualification status
- availability of others
- organisational culture
- organisational requirements
- individual needs

Others may include:

- Workers / Practitioners
- Carers
- Significant others
- Individuals who access services
- Line managers
- Other professionals

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 Guide – Delivering International Qualifications 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Providing City & Guilds qualifications – a guide to centre and qualification approval 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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 such on such things as:

- ***Walled Garden***

  Find out how to register and certificate candidates on line

- ***Qualifications and Credit Framework (QCF)***

  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs

- ***Events***

  Contains dates and information on the latest Centre events

- ***Online assessment***

  Contains information on how to register for GOLA assessments.

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	E: **intcg@cityandguilds.com**
Centres Exam entries, Registrations/enrolment, Certificates, 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, GOLA, Navigation, User/menu option, Problems	E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	E: **business_unit@cityandguilds.com**

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, **email: feedbackandcomplaints@cityandguilds.com**