Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland (4222-33)

Qualification handbook for centres
501/1201/6

**City&
Guilds**

About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on our website.

Copyright

Publications

City & Guilds publications are available from our website or from our Publications Sales department, using the contact details shown below.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000   **www.cityandguilds.com**
F +44 (0)20 7294 2413   **centresupport@cityandguilds.com**

Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland (4222-33)

City& Guilds

Qualification handbook for centres

Qualification title	Number	QAN
Level 3 Diploma 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
2.1 December 2012	Additional units added the optional group. Units:633, 635, 640 –641, 644, 672, 675, 683–684, 605, 686, 607, 609, 615, 312–313, 318, 320, 323, 324, 327, 338, 698, 310 and 701	Units
Version 3 July 2013	Unit 686 title corrected to Support individuals who are substance users (from misusers)	Structure and units
	Added Units 620-622 to ROC and inserted criteria for each.	Structure and units
	Units rearranged in numerical order	Structure and units
4.0 August 2013	Added info about the barring between units 264 and 644	Structure
4.1 August 2017	Added GLH and TQT details	Introduction to the qualification
	Removed QCF	Throughout

City & Guilds
Believe you can

www.cityandguilds.com

Contents

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 (Children and Young People) for Wales and Northern Ireland
GLH	379
TQT	580
City & Guilds qualification number	4222-33
Qualification accreditation number	501/1201/6
Last registration/certification date	See the online catalogue/Walled Garden for last dates

1.1   Qualification structure

To achieve the **Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland (4222-33)**, learners must achieve a minimum of 58 credits. They must achieve:

- 40 credits from the mandatory units in Group A, and
- at least 18 credits from the optional units in Group B.

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 no.	Unit	Unit title	Unit level	Credit value	Excluded combination of units
Group A Mandatory units						
J/601/1434	301	SHC 31	Promote communication in health, social care or children's and young people's settings	3	3	
A/601/1429	302	SHC 32	Engage in personal development in health, social care or children's and young people's settings	3	3	

UAN	City & Guilds unit no.	Unit	Unit title	Unit level	Credit value	Excluded combination of units
Y/601/1437	303	SHC 33	Promote equality and inclusion in health, social care or children's and young people's settings	3	2	
R/601/1436	304	SHC 34	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	
L/601/1693	343	CYP M3.1	Understand child and young person development	3	4	
R/601/1694	344	CYP M3.3	Promote child and young person development	3	3	
Y/601/1695	345	CYP M3.2	Understand how to safeguard the wellbeing of children and young people	3	3	
D/601/1696	346	CYP M3.4	Support children and young people's health and safety	3	2	
H/601/1697	347	CYP M3.5	Develop positive relationships with children, young people and others involved in their care	3	1	
K/601/1698	348	CYP M3.6	Working together for the benefit of children and young people	3	2	
M/601/1699	349	CYP M3.7	Understand how to support positive outcomes for children and young people	3	3	
M/600/9760	390	SCMP 1	Assessment and planning with children and young people	3	5	
F/600/9780	391	SCMP 2	Promote the well-being and resilience of children and young people	3	4	
F/601/0315	392	SCMP 3	Professional practice in children and young people's social care	3	4	
Group B Optional units						
J/601/8027	232	HSC 2028	Move and position individuals in accordance with their plan of care	2	4	
K/601/5315	245	LD 201	Understand the context of supporting individuals with learning disabilities	2	4	

UAN	City & Guilds unit no.	Unit	Unit title	Unit level	Credit value	Excluded combination of units
A/601/9028	310	HSC 3002	Provide support to continue recommended therapies	3	3	
L/601/8028	311	HSC 3003	Provide support to maintain and develop skills for everyday life	3	4	
L/601/8644	312	HSC 3004	Facilitate learning and development activities to meet individual needs and preferences	3	5	
D/601/9491	313	HSC 3008	Implement therapeutic group activities	3	4	
R/601/8578	318	HSC 3019	Support individuals in their relationships	3	4	
Y/601/7903	320	HSC 3022	Support individuals to live at home	3	4	
D/601/7904	321	HSC 3023	Support individuals to manage their finances	3	3	
K/601/7906	322	HSC 3027	Support individuals to access housing and accommodation services	3	4	
R/601/8581	323	HSC 3028	Support individuals to deal with personal relationship problems	3	4	
T/601/8282	324	HSC 3029	Support individuals with specific communication needs	3	5	
M/601/7907	325	HSC 3033	Support individuals during a period of change	3	4	
T/601/7908	326	HSC 3034	Support individuals to prepare for and settle in to new home environments	3	3	
A/601/7909	327	HSC 3035	Support individuals who are bereaved	3	4	
F/601/3764	329	HSC 3045	Promote positive behaviour	3	6	Barred unit: 406 (T/601/9738)
F/601/4056	331	HSC 3047	Support the use of medication in social care settings	3	5	Barred unit: 616 (Y/501/0598)
K/601/9185	338	HSC 3056	Support families in maintaining relationships in their wider social structures	3	4	

UAN	City & Guilds unit no.	Unit	Unit title	Unit level	Credit value	Excluded combination of units
A/601/0121	350	CYP OP1	Work with babies and young children to promote their development and learning	3	6	
D/601/0130	351	CYP OP2	Care for the physical and nutritional needs of babies and young children	3	6	
T/601/0134	352	CYP OP6	Support disabled children and young people and those with specific requirements	4	6	
M/601/1329	353	CYP OP8	Support young people to develop, implement and review a plan of action	3	3	
A/601/1334	354	CYP OP9	Provide information and advice to children and young people	3	3	
F/601/1349	355	CYP OP12	Support young people to move towards independence and manage their lives	3	3	
D/601/1357	356	CYP OP13	Support children and young people to achieve their learning potential	3	3	
R/601/1369	357	CYP OP14	Support children and young people to have positive relationships	3	3	
L/601/2861	358	CYP OP15	Support positive practice with children and young people with speech, language and communication needs	3	4	
M/600/9807	359	U CYP OP30	Support the creativity of children and young people	3	3	
A/600/9809	360	CYP OP35	Work with children and young people in a residential care setting	3	5	
K/601/0132	361	CYP OP37	Support children or young people in their own home	3	4	
J/502/4660	362	CYP OP38	Engage young parents in supporting their children's development	3	3	
Y/502/4663	363	CYP OP39	Engage fathers in their children's early learning	3	3	

UAN	City & Guilds unit no.	Unit	Unit title	Unit level	Credit value	Excluded combination of units
M/502/3812	364	CYP OP40	Engage parents in their children's early learning	3	3	
A/601/7215	373	LD 302	Support person-centred thinking and planning	3	5	
D/601/7353	374	LD 303	Promote active support	3	5	
T/601/5317	378	LD 310	Understand how to support individuals with autistic spectrum conditions	3	3	
F/602/0049	379	LD 311 C	Support young people with a disability to make the transition into adulthood	3	5	
K/601/7047	381	LD 312	Support parents with disabilities	3	6	
J/602/0053	383	LD 314 C	Support individuals with self-directed support	3	5	
M/600/9788	384	LDSS MP2	Support children and young people to make positive changes in their lives	3	4	
J/601/6150	385	PD OP 3.1	Understand physical disability	3	3	
D/601/5750	389	PD OP 3.5	Support families who have had a child with a disability	3	3	
M/601/3467	393	SS MU 3.1	Understand sensory loss	3	3	
F/601/3473	394	SS OP 3.1	Understand models of disability	3	3	
K/601/3483	395	SS OP 3.2	Promote effective communication with individuals with sensory loss	3	4	
A/601/5190	396	SS OP 3.3	Support individuals with multiple conditions and/or disabilities	3	4	
D/601/3545	398	SS OP 3.6	Support the promotion of awareness of sensory loss	3	3	
R/601/5180	399	SS OP 3.8	Enable individuals to negotiate environments	3	5	
T/601/9738	406	HSC 3065	Implement the positive behavioural support model	4	8	Barred unit: 329 (F/601/3764)

UAN	City & Guilds unit no.	Unit	Unit title	Unit level	Credit value	Excluded combination of units
F/600/9777	407	CYP OP17	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	
J/601/3541	408	SS OP 3.4	Support individuals in the use of assistive technology	4	4	
H/601/3546	409	SS OP 3.7	Support individuals to access education, training or employment	4	4	
M/601/0648	605	ASM 1	Recognise indications of substance misuse and refer individuals to specialists	3	4	
D/501/0585	607	ASM 4	Identify and act upon immediate risk of danger to substance misusers	3	4	
H/501/0586	609	ASM 8	Increase awareness about drugs, alcohol or other substances with individuals and groups	3	7	
R/601/3526	615	ASM 24	Develop and sustain effective working relationships with staff in other agencies	3	4	
Y/501/0598	616	ASM 34	Administer medication to individuals and monitor the effects	3	5	Barred unit: 331 (F/601/4056)
T/503/5878	620	HF13C Y012	Understand the context of supporting children and young people through foster care	3	5	
M/503/5877	621	HF13C Y011	Support positive attachments for children and young people	3	7	
A/503/5879	622	HF13C Y013	Practise as a foster carer	3	5	
H/504/2194	633	HSC 3074	Contribute to effective team working in health and social care or children and young people's settings	3	4	
M/504/2196	635	LD 315	Support individuals with autistic spectrum conditions	3	4	
T/504/2202	640	HSC 3067	Support individuals to stay safe from harm or abuse	3	4	

UAN	City & Guilds unit no.	Unit	Unit title	Unit level	Credit value	Excluded combination of units
F/504/2204	641	SC 3068	Provide support to children or young people who have experienced harm or abuse	4	6	
R/504/2207	644	IC 301	Supporting infection prevention and control in social care	3	2	
T/503/2575	672	FSN 301	Promote nutrition and hydration in health and social care settings	3	4	
M/602/3187	675	LM2c	Develop professional supervision practice in health and social care or children and young people's work settings	5	5	Barred units: 698 (H/602/3185)
Y/602/2339	683	O20c	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	6	
T/602/2574	684	O35	Manage induction in health and social care or children and young people's settings	4	3	
A/601/0670	686	ASM 3	Support individuals who are substance users	3	7	
H/602/3185	698	LM2a	Understanding professional supervision practice	4	3	Barred units: 675 (M/602/3187)
J/504/3371	701	KB6	Promote signing to advance speech, language and communication	3	6	

Total Qualification Time

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

Title and level	GLH	TQT
Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland	379	580

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 (4222-33).

Existing City & Guilds centres

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

2.2 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.

2.3 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

- The A1 replacements (eg 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)
- 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:
  - Level 3 Award in Assessing Vocational Competence OR
  - Level 3 Award in Assessing Vocationally Related Achievement OR
  - Level 3 Certificate in Assessing Vocational Achievement OR
  - Another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier

Teachers, trainers and tutors

Teacher/trainer/tutor requirements: Northern Ireland
Tutors and lecturers:
A teaching qualification is not mandatory for appointment to posts in FE within Northern Ireland. Full-time and associate lecturers in FE without a teaching qualification (such as a BEd or a PGCE) are expected to complete the Postgraduate Certificate in Further and Higher Education delivered by the University of Ulster (the only recognised provider) within three years of taking up a post. Lecturers who go on to complete the Postgraduate Diploma in Further and Higher Education are also eligible to teach in schools. Issues surrounding a new award of Qualified Teaching, Learning and Skills (QTLS) are still under consultation with the Department for Employment and Learning in Northern Ireland (DELNI). For the latest information, visit Lifelong Learning UK (LLUK).

Teachers:
The General Teaching Council for Northern Ireland (GTCNI) has a statutory duty to determine who should be a member of the teaching profession in Northern Ireland. The GTCNI is a self-regulatory professional body for teachers. All teachers who wish to have their qualifications approved for the purposes of registration with the GTCNI and eligibility to teach should contact the GTCNI, 4th Floor Albany House, 73-75 Great Victoria Street, Belfast, BT2 7AF.

Any queries regarding qualifications should be referred to the GTCNI at the address above, or alternatively telephone: (028) 90333390 or email: infor@gtcni.org.uk

Teacher/trainer/tutor requirements: Wales
The current position on teaching qualification requirements for the life long learning sector in Wales is set out in the following Welsh Assembly Government statement:

http://wales.gov.uk/publications/accessinfo/drnewhomepage/educationdrs2/2010/clarfew al2008/?lang=en .

Please also see the following:
http://www.lluk.org/wp-content/uploads/2010/11/new-overarching-professional-standards-for-teachers-tutors-trainers-in-wales)

Expert witness

An expert witness must:
- have a working knowledge of the 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 (eg the City & Guilds 6317 such as the:
    - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
    - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

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.

2.4   Candidate entry requirements

There are no formal entry requirements for candidates undertaking this Certificate. 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.

Candidates should choose optional units that are appropriate to their chosen work role.

Age restrictions

This Level 3 Diploma 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. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator in their home nation where there is uncertainty about such restrictions.

2.5 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.

Guidance on providing evidence for the extended age ranges

This diploma applies to learners who are working with children and young people from 0-19 years. It is important to note that the requirement for the extended age range focuses on **knowledge** not competence. Learners need to have **knowledge and understanding** of children's development 0-19 years but are only expected to demonstrate competence for the age range for which they normally work.

Centre staff are not expected to have experience of working across this entire age range but **are** expected to up date their knowledge through continuing professional development.

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 choose 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. It may also ensure that children's/young people's privacy and confidentiality are not infringed.

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 of children, young people and their families 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 has developed these 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. 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.

5 Units

Availability of units

The units for this qualification follow.

The following is a list of the learning outcomes for each unit. For the complete set of units including the assessment criteria, go to **www.cityandguilds.com**.

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 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 Assessment Principles

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Unit 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 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 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 Assessment Principles.

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

Additional guidance

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

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

Additional guidance

- **Standards** may include:
  - Codes of practice
  - Regulations
  - Minimum standards
  - National occupational standards
- **Sources of support** may include:
  - Formal support
  - Informal support
  - Supervision
  - Appraisal
  - Within the organisation
  - 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:
  - The individual
  - Carers
  - Advocates
  - Supervisor, line manager or employer
  - Other professionals

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

Unit 304 Principles for implementing duty of care in health, social care or children's and young people's settings (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 304 Principles for implementing duty of care in health, social care or children's and young people's settings (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 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 Assessment Principles.
Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Unit 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 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 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 Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 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 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:
  - Family
  - Advocates
  - Team members
  - Line Manager
  - Specialists
  - Others who are important to the individual's well-being
- The **plan** may include:
  - Goals (short, medium and long term)
  - The type and level of support needed to achieve goals
  - Roles and responsibilities
  - Ways to address any associated risks
  - Ways to monitor the plan
- **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 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 Assessment Principles.

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Unit 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 312 Facilitate learning and development activities to meet individual needs and preferences (HSC 3004)

Additional guidance

- **Learning and development activities** may include:
  - Intellectual pursuits
  - Activities to promote fitness or mobility
  - Activities relating to skills development
  - Activities to promote participation and interaction
- An **individual** is someone requiring care or support
- **Others** may include:
  - Family members
  - Advocates
  - Line Manager
  - Specialists
  - Others who are important to the individual's well-being
- A **plan** for a learning or development activity may include:
  - The purpose of the activity
  - How the activity will be implemented
  - Timescales for implementation
  - The roles and responsibilities of those involved
  - The level and type of support required
  - Resources or equipment needed
  - Ways to minimise risks
- **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 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 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 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 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 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 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 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 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 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 Assessment Principles.
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit 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 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 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 Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 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 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 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 Assessment Principles.
Learning outcomes 2, 3, 4, 5, and 6 must be assessed in a real work environment.

Unit 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 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:
    - realistic and achievable goals
    - actions the individual will take
    - the level and type of support required
    - roles and responsibilities
    - timescales
    - how and when progress towards goals will be reviewed
- **Others** may include:
    - carers
    - friends and relatives
    - professionals
    - others who are important to the individual's well-being
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 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 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 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 323 Support individuals to deal with personal relationship problems (HSC 3028)

Additional guidance

- An **individual** is someone requiring care or support
- **Others** may include:
  o family
  o advocates
  o professionals
  o others important to the individual's well-being
- Relationship **problems** may relate to:
  o Conflict
  o Tension
  o Risk of harm
  o Legal restrictions or requirements
- **Agreed support** may include:
  o Supporting the individual to devise strategies to overcome difficulties themselves
  o Making facilities available for contact meetings with the other person
  o Encouraging the individual to keep appropriate contact with the person between meetings
  o Providing support to manage fears, anxieties, conflicts and tensions
- **Information** may include:
  o Observations
  o Records
  o Feedback from the individual and others

Unit 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 Assessment Principles.
Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.

Unit 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 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:
  - o Technological aids
  - o Human aids
- **Others** may include:
  - o family
  - o advocates
  - o specialist communication professionals
  - o others who are important to the individual's well-being
- **Information** may include:
  - o Observations
  - o Records
  - o Feedback from the individual and others

Unit 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 Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 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 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 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 Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 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 326 Support individuals to prepare for and settle in to new home environments (HSC 3034)

Additional guidance

- **A move to a new home environme**nt 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 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 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 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 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 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 Assessment Principles.
Learning outcomes 3, 4, 5 & 6 must be assessed in real work environment.

Unit 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 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** eg
    - 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 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 Assessment Principles. Learning outcomes 5, 7 and 8 must be assessed in the workplace.

Unit 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 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 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 Assessment Principles

Unit 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 343 Understand child and young person development (CYP M3.1)

Level: 3
Credit value: 4
UAN: L/601/1693

Unit aim

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Learning outcomes

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

1. Understand the expected pattern of development for children and young people from birth - 19 years
2. Understand the factors that influence children and young people's development and how these affect practice
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people
5. Understand the potential effects of transitions on children and young people's development

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:

*   CCLD 303: Promote children's development
*   HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
*   CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Unit 343 Understand child and young person development (CYP M3.1)

Assessment Criteria

Outcome 1 Understand the expected pattern of development for children and young people from birth - 19 years

The learner can:
1. explain the sequence and rate of each aspect of development from birth – 19 years
2. explain the difference between sequence of development and rate of development and why the difference is important.

Outcome 2 Understand the factors that influence children and young people's development and how these affect practice

The learner can:
1. explain how children and young people's development is influenced by a range of personal factors
2. explain how children and young people's development is influenced by a range of external factors
3. explain how theories of development and frameworks to support development influence current practice.

Outcome 3 Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern

The learner can:
1. explain how to monitor children and young people's development using different methods
2. explain the reasons why children and young people's development may not follow the expected pattern
3. explain how disability may affect development
4. explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern.

Outcome 4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people

The learner can:
1. analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
2. explain how multi agency teams work together to support speech, language and communication
3. explain how play and activities are used to support the development of speech, language and communication.

Outcome 5 Understand the potential effects of transitions on children and young people's development

The learner can:

1. explain how different types of transitions can affect children and young people's development
2. evaluate the effect on children and young people of having positive relationships during periods of transition.

Unit 343 Understand child and young person development (CYP M3.1)

Additional guidance

See pages 24 – 25 of this handbook *(Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 344 Promote child and young person development (CYP M3.2)

Level: 3
Credit value: 3
UAN: R/601/1694

Unit aim

This unit provides a sound basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives.

Learning outcomes

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

1. Be able to assess the development needs of children or young people and prepare a development plan
2. Be able to promote the development of children or young people
3. Be able to support the provision of environments and services that promote the development of children or young people
4. Understand how working practices can impact on the development of children and young people
5. Be able to support children and young people's positive behaviour
6. Be able to support children and young people experiencing transitions

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:

- CCLD 303: Promote children's development
- LDSS 10: Support the child or young person's successful transfer and transition in learning and development contexts
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.
LOs 1, 2, 3, 5 and 6 must be assessed in a real work environment. Simulation is not permitted.
Some reflection on practice should be included in the assessment

Unit 344 Promote child and young person development (CYP M3.2)

Assessment Criteria

Outcome 1 Be able to assess the development needs of children or young people and prepare a development plan

The learner can:

1. explain the **factors that need to be taken into account when assessing development**
2. assess a child or young person's development in the following areas:
   - physical
   - communication
   - intellectual/ cognitive
   - social, emotional and behavioural
   - moral
3. explain the selection of the assessment **methods** used
4. develop a plan to meet the development needs of a child or young person in the work setting.

Outcome 2 Be able to promote the development of children or young people

The learner can:

1. implement the **development plan** for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected
2. evaluate and revise the development plan in the light of implementation
3. explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work
4. listen to children or young people and communicate in a way that encourages them to feel valued
5. encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities.

Outcome 3 Be able to support the provision of environments and services that promote the development of children or young people

The learner can:

1. explain the **features of an environment or service** that promotes the development of children and young people
2. demonstrate **how own work environment or service is organised** to promote the development of children or young people.

Outcome 4 Understand how working practices can impact on the development of children and young people

The learner can:

1. explain how own working practice can affect children and young people's development
2. explain how institutions, agencies and services can affect children and young people's development.

Outcome 5 **Be able to support children and young people's positive behaviour**

The learner can:

1. demonstrate how they work with children and young people to encourage positive behaviour
2. evaluate different approaches to **supporting positive behaviour**.

Outcome 6 **Be able to support children and young people experiencing transitions**

The learner can:

1. explain how to support children and young people experiencing **different types of transitions**
2. demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives.

Unit 344 Promote child and young person development (CYP M3.2)

Additional guidance

Factors that need to be taken into account when assessing development may include:

- Confidentiality and when, for the safety of the child or young person confidentiality must be breached
- Children's wishes and feelings
- Ethnic, linguistic and cultural background
- Disability or specific requirements (additional needs)
- Reliability of information
- Avoiding bias

Methods may include:

- Assessment framework/s
- Observations
- Standard measurements
- Information from parent, carers, children and young people, other professionals and colleagues

A **development plan** can be drawn from a lead practitioner (eg a teacher's) overarching plan.

Features of an environment or service may include:

- Stimulating and attractive
- Well planned and organised
- Personalised and inclusive
- Encouraging and practising participation
- High quality policies in place and followed
- Regulatory requirements met
- Varied
- Meeting individual and group needs
- Providing appropriate risk and challenge
- Involving parents and carers where appropriate to setting or service

How own work environment or service is organised may include:

- Taking into account personal and external factors
- Providing specific activities such as play, learning, home visiting
- Providing services
- Measuring outcomes
- Communicating effectively and showing appropriate empathy and understanding
- Supporting participation
- Involving parents and carers where appropriate to setting or service
- Supporting children and young people's rights

Supporting positive behaviour may include:
- Least restrictive principle
- Reinforcing positive behaviour
- Modelling/ positive culture
- Looking for reasons for inappropriate behaviour and adapting responses
- Individual behaviour planning
- Phased stages
- Planning interventions to reduce inappropriate behaviour
- Deescalate and diversion
- Containment
- Following management plans
- Boundary setting and negotiation
- Supporting children and young people's reflection on and management of own behaviour
- Anti bullying strategies
- Time out (following up to date guidance)
- Use of physical intervention (following up to date guidance)

Different types of transitions may include:
- Emotional, affected by personal experience eg bereavement, entering/ leaving care
- Physical eg moving to a new educational establishment, a new home/locality, from one activity to another
- Physiological eg puberty, long term medical conditions
- Intellectual eg moving from pre school to primary to post primary
- Smaller daily transitions

See pages 24 – 25 of this handbook *(Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 345 Understand how to safeguard the wellbeing of children and young people (CYP M3.3)

Level: 3
Credit value: 3
UAN: Y/601/1695

Unit aim

This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

Learning outcomes

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

1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
2. Understand the importance of working in partnership with other organisations to safeguard children and young people
3. Understand the importance of ensuring children and young people's safety and protection in the work setting
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
5. Understand how to respond to evidence or concerns that a child or young person has been bullied
6. Understand how to work with children and young people to support their safety and wellbeing
7. Understand the importance of e-safety for children and young people

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:

- CLD 305: Protect and promote children's rights
- LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse
- HSC 34: Promote the well-being and protection of children and young people
- CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Unit 345 Understand how to safeguard the wellbeing of children and young people (CYP M3.3)

Assessment Criteria

Outcome 1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

The learner can:

1. outline current legislation, guidelines, policies and procedures within own UK home nation affecting the safeguarding of children and young people
2. explain child protection within the wider concept of safeguarding children and young people
3. analyse how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people
4. explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
5. explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

Outcome 2 Understand the importance of working in partnership with other organisations to safeguard children and young people

The learner can:

1. explain the importance of safeguarding children and young people
2. explain the importance of a child or young person centred approach
3. explain what is meant by partnership working in the context of safeguarding
4. describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.

Outcome 3 Understand the importance of ensuring children and young people's safety and protection in the work setting

The learner can:

1. explain why it is important to ensure children and young people are protected from harm within the work setting
2. explain **policies and procedures** that are in place to protect children and young people and adults who work with them
3. evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle-blowers and those whose practice or behaviour is being questioned are protected
4. explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

Outcome 4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

The learner can:

1. describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
2. describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
3. explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.

Outcome 5   Understand how to respond to evidence or concerns that a child or young person has been bullied

The learner can:

1. explain different types of **bullying** and the potential effects on children and young people

2. outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place

3. explain how to support a child or young person and/or their family when bullying is suspected or alleged.

Outcome 6   Understand how to work with children and young people to support their safety and wellbeing

The learner can:

1. explain how to support children and young people's self-confidence and self-esteem

2. analyse the importance of supporting resilience in children and young people

3. explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety

4. explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.

Outcome 7   Understand the importance of e-safety for children and young people

The learner can:

1. explain the risks and possible consequences for children and young people of being online and of using a mobile phone

2. describe ways of reducing risk to children and young people from:

   - Social networking
   - Internet use
   - Buying online
   - Using a mobile phone.

Unit 345   Understand how to safeguard the wellbeing of children and young people (CYP M3.3)

Additional guidance

Day to day work may include:
- Childcare practice
- Child protection
- Risk assessment
- Ensuring the voice of the child or young person is heard (eg providing advocacy services)
- Supporting children and young people and others who may be expressing concerns

Different organisations may include:
- Social services
- NSPCC
- Health visiting
- GP
- Probation
- Police
- School
- Psychology service

Policies and procedures may include:
- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistleblowing
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Sharing concerns and recording/ reporting incidents

Bullying may include:
- Physical (pushing, kicking, hitting, pinching and other forms of violence or threats)
- Verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)
- Emotional (excluding, tormenting, ridicule, humiliation)
- Cyber bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else)

See the assessment section of this handbook *(Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 346 Support children and young people's health and safety (CYP M3.4)

Level: 3
Credit value: 2
UAN: D/601/1696

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Learning outcomes

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

1. Understand how to plan and provide environments and services that support children and young people's health and safety
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits
3. Understand how to support children and young people to assess and manage risk for themselves
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

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:

- CCLD 302: Develop and maintain a healthy, safe and secure environment for children
- HSC 32: Promote, monitor and maintain health, safety and security in the working environment
- LDSS Unit 2: Ensure your own actions reduce risk to health and safety
- CWDC Training, support and development standards for Foster care
- Standard 3: Understand health and safety, and healthy care
- UK Codes of Practice for Social Care Workers.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Assessment of Learning Outcome 2 must take place in a real work environment. Simulation is not permitted.

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Unit 346 Support children and young people's health and safety (CYP M3.4)

Assessment Criteria

Outcome 1 Understand how to plan and provide environments and services that support children and young people's health and safety

The learner can:

1. describe the **factors** to take into account when planning healthy and safe indoor and outdoor environments and services
2. explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
3. identify sources of current guidance for planning healthy and safe environments and services
4. explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.

Outcome 2 Be able to recognise and manage risks to health, safety and security in a work setting or off site visits

The learner can:

1. demonstrate how to identify **potential hazards** to the health, safety and security of children or young people, families and other visitors and colleagues
2. demonstrate ability to deal with hazards in the work setting or in off site visits
3. undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk
4. explain how health and safety risk assessments are monitored and reviewed.

Outcome 3 Understand how to support children and young people to assess and manage risk for themselves

The learner can:

1. explain why it is important to take a **balanced approach to risk managemen**t
2. explain the dilemma between the rights and choices of children and young people and health and safety requirements
3. give example from own practice of supporting children or young people to assess and manage risk.

Outcome 4 Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

The learner can:

1. explain the policies and procedures of the setting or service in response to **accidents, incidents, emergencies and illness**
2. identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.

Unit 346   Support children and young people's health and safety (CYP M3.4)

Additional guidance

Factors may include:
- The individual needs, age and abilities of the children and young people
- Specific risks to individuals such as pregnancy, sensory impairments
- The needs of carers where relevant
- The function and purpose of environments and services offered
- The duty of care
- Desired outcomes for the children and young people
- Lines of responsibility and accountability

Potential hazards may include:
- Physical
- Security
- Fire
- Food safety
- Personal safety

Balanced approach to risk management may include:
- Taking into account child or young person's age, needs and abilities
- Avoiding excessive risk taking
- Not being excessively risk averse
- Recognising the importance of risk and challenge to a child or young person's development

Accidents, incidents, emergencies and illness may include:
- Accidents involving children, young people or adults
- Incidents – all types
- Emergencies such as fire, missing children or young people, evacuation
- Recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action

See the assessment section of this handbook *(Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 347 Develop positive relationships with children, young people and others involved in their care (CYP M3.5)

Level: 3
Credit value: 1
UAN: H/601/1697

Unit aim

This unit aims to enable the learner to understand and practise the skills required to develop positive relationships with children, young people and carers.

Learning outcomes

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

1. Be able to develop positive relationships with children and young people
2. Be able to build positive relationships with people involved in the care of children and young people

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 301: Develop and promote positive relationships
- HSC 31: Promote effective communication for and about individuals
- CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers

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 a real work environment.
Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Unit 347 Develop positive relationships with children, young people and others involved in their care (CYP M3.5)

Assessment Criteria

Outcome 1 **Be able to develop positive relationships with children and young people**

The learner can:

1. explain why **positive relationships** with children and young people are important and how these are **built and maintained**
2. demonstrate how to listen to and build relationships with children and young people
3. evaluate own effectiveness in building relationships with children or young people.

Outcome 2 **Be able to build positive relationships with people involved in the care of children and young people**

The learner can:

1. explain why positive relationships with **people involved** in the care of children and young people are important
2. demonstrate how to build positive relationships with people involved in the care of children and young people.

Unit 347 Develop positive relationships with children, young people and others involved in their care (CYP M3.5)

Additional guidance

How **positive relationships are built and maintained** may include:

- Communicating effectively
- Identifying and sorting out conflicts and disagreements
- Being consistent and fair
- Showing respect and courtesy
- Valuing and respecting individuality
- Keeping promises and honouring commitments
- Monitoring impact of own behaviour on others
- Keeping confidentiality as appropriate
- Recognizing and responding appropriately to the power base underpinning relationships

People involved may include:

- Colleagues
- Organisational managers and supervisors (where appropriate)
- Carers
- Official visitors eg inspectorate for the UK home nation (where appropriate)
- Other visitors
- Colleagues from other agencies and services
- External partners

See the assessment section of this handbook *(Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 348 Working together for the benefit of children and young people (CYP M3.6)

Level: 3
Credit value: 2
UAN: K/601/1698

Unit aim

The unit is designed to enable the learner to understand the importance of multi agency and integrated working and to develop the skills of effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in work with children and young people.

Learning outcomes

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

1. Understand integrated and multi agency working
2. Be able to communicate with others for professional purposes
3. Be able to support organisational processes and procedures for recording, storing and sharing information

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 the:

- CCLD 301: Promote children's' development
- CCLD 431: Contribute to leadership and management of integrated childcare provision
- CCLD 323: Manage multi agency working arrangements
- HSC 31: Promote effective communication with, for and about individuals
- CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

LOs 2 and 3 must be assessed in real work environments.
Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Unit 348   Working together for the benefit of children and young people (CYP M3.6)

Assessment Criteria

Outcome 1   Understand integrated and multi agency working

The learner can:

1. explain the importance of multi agency working and integrated working.
2. analyse how integrated working practices and multi agency working in partnership deliver better outcomes for children and young people.
3. describe the functions of external agencies with whom your work setting or service interacts.
4. explain common barriers to integrated working and multi agency working and how these can be overcome.
5. explain how and why referrals are made between agencies.
6. explain the assessment frameworks that are used in own UK Home Nation.

Outcome 2   Be able to communicate with others for professional purposes

The learner can:

1. select **appropriate communication** methods for different circumstances
2. demonstrate use of appropriate communication methods selected for different circumstances
3. prepare reports that are accurate, legible, concise and meet legal requirements.

Outcome 3   Be able to support organisational processes and procedures for recording, storing and sharing information

The learner can:

1. demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information
2. demonstrate how to maintain secure recording and storage systems for information:
   - paper based
   - electronic
3. analyse the potential tension between maintaining confidentiality with the need to disclose information:
   - where abuse of a child or young person is suspected
   - when it is suspected that a crime has been/may be committed.

Unit 348 Working together for the benefit of children and young people (CYP M3.6)

Additional guidance

Appropriate communication may include:

- Use of electronic communication aids
- Use of pictorial and design communication aids such as Makaton
- Use of an interpreter when appropriate including British/Irish Sign Language interpreters
- Effective use of the telephone
- Preparing and delivering presentations
- Written communication
  - o Notes of meetings
  - o Personal records
  - o Presentations
  - o Letters
  - o Formal reports
  - o Email

Prepare Reports

In some settings where this is not a practitioner's lead responsibility (eg a school) it is acceptable for practitioners to produce an 'example report' or to support the lead practitioner in completing reports that are accurate, legible, concise and meet legal requirements.

See the assessment section of this handbook *(Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 349 Understand how to support positive outcomes for children and young people (CYP M3.7)

Level: 3
Credit value: 3
UAN: M/601/1699

Unit aim

This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).

Learning outcomes

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

1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people
2. Understand how practitioners can make a positive difference in outcomes for children and young people
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

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:

- CCLD 308: Promote children's wellbeing and resilience
- HSC 38: Support children and young people to manage their lives
- HSC 310: Work with children and young people to prepare them for adulthood, citizenship and independence
- UK Codes of Practice for Social Care Workers

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Unit 349 Understand how to support positive outcomes for children and young people (CYP M3.7)

Assessment Criteria

Outcome 1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people

The learner can:

1. describe the **social, economic and cultural factors** that will impact on the lives of children and young people
2. explain the importance and impact of poverty on outcomes and life chances for children and young people
3. explain the role of children and young people's personal choices and experiences on their outcomes and life chances.

Outcome 2 Understand how practitioners can make a positive difference in outcomes for children and young people

The learner can:

1. identify the **positive outcomes for children and young people** that practitioners should be striving to achieve
2. explain the importance of designing services around the needs of children and young people
3. explain the importance of active participation of children and young people in decisions affecting their lives
4. explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives.

Outcome 3 Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people

The learner can:

1. explain the potential impact of disability on the outcomes and life chances of children and young people
2. explain the importance of positive attitudes towards disability and specific requirements
3. explain the social and medical models of disability and the impact of each on practice
4. explain the different types of **support** that are available for disabled children and young people and those with specific requirements.

Outcome 4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

The learner can:

1. explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people
2. compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.

Unit 349 Understand how to support positive outcomes for children and young people (CYP M3.7)

Additional guidance

Social, economic and cultural factors may include:
- Personal choice
- Being in care system
- Poverty
- Housing and community
- Educational environment
- Offending or anti social behaviour
- Health status of self or family member
- Disability
- Health support (GP, health clinic, access to A & E etc)
- Addictions in family or self
- Bereavement and loss
- Family expectations and encouragement
- Religious beliefs and customs
- Ethnic/cultural beliefs and customs
- Marginalisation and exclusion

Positive outcomes for children and young people may include:
- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Support may include:
- Speech and language therapy
- Support from health professionals additional learning support
- Assistive technology
- Specialised services

See the assessment section of this handbook *(Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 350   Work with babies and young children to promote their development and learning (CYPOP 1)

Level: 3
Credit value: 6
UAN: A/601/0121

Unit aim

This unit is designed to assess competence to work with babies and young children to support their learning and development. This would normally cover children from birth to their third birthday.

Learning outcomes

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

1. Understand the development and learning of babies and young children
2. Be able to promote the development and learning of babies and young children
3. Understand the attachment needs of babies and young children
4. Be able to engage with babies and young children and be sensitive to their needs
5. Be able to work in partnership with carers in order to promote the learning and development of babies and young children.

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:

- CCLD 303 Promote children's development, 312 Plan and implement positive environments for babies and children under 3 years
- HSC 37 Care for and protect babies

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Assessment of Learning Outcomes 2, 4 and 5 must take place in a real work environment.

Unit 350   Work with babies and young children to promote their development and learning (CYPOP 1)

Assessment Criteria

Outcome 1   Understand the development and learning of babies and young children

The learner can:
1. explain the pattern of development in the first three years of life and the skills typically acquired at each stage
2. explain:
    - how development and learning are interconnected
    - how and why variations occur in rate and sequence of development and learning
    - that learning may take place in different ways
    - the importance of play
3. explain the potential effects on development, of pre conceptual, pre birth and birth experiences
4. explain the impact of current research into the development and learning of babies and young children.

Outcome 2   Be able to promote the development and learning of babies and young children

The learner can:
1. undertake assessments of babies or young children's development and learning needs
2. demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children
3. plan play based activities and experiences based on assessments to support development and learning
4. demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies or young children's needs.

Outcome 3   Understand the attachment needs of babies and young children

The learner can:
1. explain the benefits of the key worker/person system in early years settings
2. explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings
3. analyse the possible effects of poor quality attachments on the development of babies and children.

Outcome 4   Be able to engage with babies and young children and be sensitive to their needs

The learner can:

1. engage sensitively with babies and young children giving them time to respond
2. engage in playful activity with babies and young children
3. explain how babies express their emotions, preferences and needs and demonstrate responsive care in own practice
4. explain why it is important to manage transitions for babies and young children
5. explain when and why babies and young children require periods of quiet to rest and sleep.

Outcome 5   Be able to work in partnership with carers in order to promote the learning and development of babies and young children.

The learner can:

1. explain the primary importance of carers in the lives of babies and young children
2. demonstrate in own practice how to exchange information with carers
3. evaluate ways of working in partnership with carers.

Unit 351 Care for the physical and nutritional needs of babies and young children (CYPOP 2)

Level: 3
Credit value: 6
UAN: D/601/0130

Unit aim

The unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their third birthday.

Learning outcomes

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

1. Be able to provide respectful physical care for babies and young children
2. Be able to provide routines for babies and young children that support their health and development
3. Be able to provide opportunities for exercise and physical activity
4. Be able to provide safe and protective environments for babies and young children
5. Be able to provide for the nutritional needs of babies under 18 months
6. Understand how to provide for the nutritional needs of young children from 18-36 months.

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:

- CCLD 303 Promote children's development, 314 Provide physical care that promotes the health and development of babies and children under 3 years
- HSC 37 Care for and protect babies

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

All learning outcomes must be assessed in a real work environment Simulation is not permitted except for assessment criterion 5.2.

Unit 351   Care for the physical and nutritional needs of babies and young children (CYPOP 2)

Assessment Criteria

Outcome 1   Be able to provide respectful physical care for babies and young children

The learner can:

1. demonstrate culturally and ethnically appropriate care for babies and young children for
    - skin
    - hair
    - teeth
    - nappy area
2. demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important
3. demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs
4. explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary.

Outcome 2   Be able to provide routines for babies and young children that support their health and development

The learner can:

1. plan daily and weekly routines for babies and young children suitably personalised to meet individual needs
2. demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines
3. explain the principles of effective toilet training and how this is incorporated into routines.

Outcome 3   Be able to provide opportunities for exercise and physical activity

The learner can:

1. explain the importance of exercise and physical activity for babies and young children
2. demonstrate in own practice how to support babies or young children's exercise and physical activity.

Outcome 4   Be able to provide safe and protective environments for babies and young children

The learner can:

1. explain policies and procedures in own setting that cover health, safety and protection of babies and young children
2. demonstrate and evaluate the safety features within the environment for babies and young children
3. supervise babies or young children and demonstrate a balanced approach to risk management
4. explain current advice on minimising sudden infant death syndrome in everyday routines for babies.

Outcome 5   Be able to provide for the nutritional needs of babies under 18 months

The learner can:

1. identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers plan a programme of weaning
2. prepare formula feeds hygienically following current guidance
3. evaluate the benefits of different types of formula that are commonly available.

Outcome 6   Understand how to provide for the nutritional needs of young children from 18-36 months.

The learner can:

1. plan meals for young children that meet their nutritional needs based on current government guidance and information from carers
2. explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child.

Unit 352 Support disabled children and young people and those with specific requirements (CYPOP 6)

Level: 4
Credit value: 6
UAN: T/601/0134

Unit aim

The unit is designed to assess competence in supporting disabled children or young people and those with specific needs in partnership with their carers. It also includes partnership working with other agencies and professionals.

Learning outcomes

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

1. Understand the principles of working inclusively with disabled children and young people and those with specific requirements
2. Be able to work in partnership with families with disabled children or young people and those with specific requirements
3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements
4. Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements
5. Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements.

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:

- CCLD 312 Support children with disabilities or special educational needs and their families
- 418 Co-ordinate and support provision for disabled children and those with special educational needs
- NOS for Sensory Services-Standards 1 – 7

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 352   Support disabled children and young people and those with specific requirements (CYPOP 6)

Assessment Criteria

Outcome 1   Understand the principles of working inclusively with disabled children and young people and those with specific requirements

The learner can:

1. outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre
2. compare service led and child and young person led models of provision for disabled children and young people
3. critically analyse the difference between the social model and medical model of disability and how each model affects provision
4. explain the importance of
   - advocacy
   - facilitated advocacy for children and young people who require it
   - the personal assistant role
5. explain the importance of encouraging the participation of disabled children and young people.

Outcome 2   Be able to work in partnership with families with disabled children or young people and those with specific requirements

The learner can:

1. explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements
2. explain the types of support and information carers may require
3. demonstrate in own practice partnership working with families.

Outcome 3   Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements

The learner can:

1. demonstrate in own practice engagement with disabled children or young people
2. encourage children or young people to express their preferences and aspirations in their chosen way of communication
3. demonstrate in own practice how to work with children or young people and their families to assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion
4. develop a plan with an individual child or young person to support learning, play or leisure needs.
5. implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future.

Outcome 4   Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements

The learner can:

1. demonstrate in own practice how barriers which restrict children and young people's access are overcome
2. explain the importance of evaluating and challenging existing practice and becoming an agent of change
3. explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
4. describe the impact of disability within different cultures and the importance of culturally sensitive practice
5. explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people.

Outcome 5   Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements.

The learner can:

1. explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements
2. analyse examples of multi agency and partnership working from own practice.

Unit 353 Support young people to develop, implement and review a plan of action (CYPOP 8)

Level: 3
Credit value: 3
UAN: M/601/1329

Unit aim

The purpose of this unit is to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

Learning outcomes

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

1. Understand the importance for young people of developing a personal action plan for their future development needs
2. Be able to support young people to develop an action plan
3. Be able to support young people to work towards implementation of their action plan
4. Be able to support young people to review and revise their action plan
5. Be able to review own role in supporting the development and implementation of the young person's action plan.

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:

- Legal advice NOS Unit (Skills for Justice): Support clients to plan, implement and review action

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 Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit 353   Support young people to develop, implement and review a plan of action (CYPOP 8)

Assessment Criteria

Outcome 1   Understand the importance for young people of developing a personal action plan for their future development needs

The learner can:
1. explain why young people should be encouraged to develop a personal action plan to support their future development
2. evaluate the role of the support worker in encouraging young people to develop the action plan.

Outcome 2   Be able to support young people to develop an action plan

The learner can:
1. explain the preliminary and preparatory actions to take when supporting young people to develop an action plan
2. demonstrate how young people are encouraged to identify their needs and aspirations
3. demonstrate in own practice work with young people to identify and evaluate the range of options available to them
4. demonstrate in own practice work with young people to develop an action plan.

Outcome 3   Be able to support young people to work towards implementation of their action plan

The learner can:
1. give examples from own practice of support required by young people implementing actions within their plan
2. demonstrate how to give practical support for young people working towards implementation of actions within their plan.

Outcome 4   Be able to support young people to review and revise their action plan

The learner can:
1. explain why it is important for young people to review their progress against their action plan
2. demonstrate in own practice how to review the action plan with young people.

Outcome 5   Be able to review own role in supporting the development and implementation of the young person's action plan.

The learner can:
1. explain why it is important to review own contribution to the development and implementation of the young person's action plan
2. evaluate own contribution to the process.

Unit 354 Provide information and advice to children and young people (CYPOP 9)

Level: 3
Credit value: 3
UAN: A/601/1334

Unit aim

The aim of this unit is to provide the learner with the skills and knowledge to enable them to provide accurate, up to date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.

Learning outcomes

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

1. Understand the role of practitioners in providing information and advice to children and young people
2. Be able to establish and address the information and advice needs of children and young people
3. Be able to provide children and young people with appropriate information and advice to enable them to make informed choices.

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:

- ENTO Unit AG2: Support clients to make use of the advice and guidance service

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 Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

Unit 354 Provide information and advice to children and young people (CYPOP 9)

Assessment Criteria

Outcome 1 **Understand the role of practitioners in providing information and advice to children and young people**

The learner can:
1. explain the importance of providing accurate and up to date information and advice to children and young people
2. explain the role of practitioners in providing impartial information and advice to children and young people.

Outcome 2 **Be able to establish and address the information and advice needs of children and young people**

The learner can:
1. encourage the participation of and engagement with children and young people to establish their information and advice needs
2. select information from appropriate sources that will best meet the needs of the young person
3. verify the accuracy and currency of information before presenting it to the young person
4. explain approaches to managing situations when the child and young person's choices are different to those of their carers.

Outcome 3 **Be able to provide children and young people with appropriate information and advice to enable them to make informed choices.**

The learner can:
1. explain why it is important to provide opportunities for children and young people to make informed choices
2. evaluate with the young person the choices available to them
3. demonstrate in own practice how to check that the young person has understood the range of options available to them.
4. record the interaction with the young person following all organisational procedures and legal requirements.

Unit 355 Support young people to move towards independence and manage their lives (CYPOP 12)

Level: 3
Credit value: 3
UAN: F/601/1349

Unit aim

This unit provides learners with the understanding and competence to support young people to move towards independence. This should ideally be undertaken over a period of time so that young people are well prepared as they grow older and are ready to be independent adults. This unit is equally important whether young people are leaving care, foster care or family home.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand the way that young people move from dependence to independence
2. Be able to prepare young people for the practical challenges of independence
3. Be able to prepare young people for the emotional challenges of independence
4. Be able to prepare young people to assess personal risks and protect themselves.

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 NOS Units 38 and 310

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 Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit 355 Support young people to move towards independence and manage their lives (CYPOP 12)

Assessment Criteria

Outcome 1 Understand the way that young people move from dependence to independence

The learner can:

1. explain the reasons why some young people may find it difficult to move to independence
2. explain the concept that independence is relative to each individual young person's stage of development and level of understanding and ability
3. explain the reasons why independence is not always permanent and that some young people may go through transitions and move between dependence and independence at various times.

Outcome 2 Be able to prepare young people for the practical challenges of independence

The learner can:

1. demonstrate how to work with young people to ensure that they can shop, store and prepare food that will provide a healthy, balanced diet
2. prepare plans with young people that will assist them in maintaining their own health and well being
3. provide young people with information to prepare them to manage and maintain accommodation and to find advice if necessary
4. provide young people with information about how to manage personal finances
5. explain why practical support and advice for independence is a long term project.

Outcome 3 Be able to prepare young people for the emotional challenges of independence

The learner can:

1. demonstrate how to encourage young people to recognise the importance of society norms of acceptable behaviour and interaction
2. provide young people with information about where to find support if they feel isolated or lonely
3. explain how to support young people who may feel worried and ambivalent about becoming independent
4. demonstrate how to support young people to develop resilience in order to face challenges and disappointments
5. explain the importance of having somewhere that is 'home'.

Outcome 4 Be able to prepare young people to assess personal risks and protect themselves.

The learner can:

1. explain to young people how to assess risks in day to day situations
2. demonstrate how to prepare young people to minimise risks
3. provide young people with information and skills to protect themselves and know when to seek help.

Unit 356 Support children and young people to achieve their learning potential (CYPOP 13)

Level: 3
Credit value: 3
UAN: D/601/1357

Unit aim

This unit provides basic knowledge and competence to work with children and young people to ensure that they take every possible opportunity to make the most of learning.

Learning outcomes

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

1. Understand the legislation and policies that underpin education and learning for children and young people
2. Be able to support children and young people to work out what they want to learn and achieve
3. Be able to work with children and young people to make the most of learning opportunities
4. Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities.

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 NOS Unit 39
- LDSS NOS Unit 317
- Professional Practice in residential child care, Standard: 4.6
- Training Support and Development Standards for Foster Care, Standard 4.5

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 Assessment Principles. Learning outcomes 2 and 3 should be assessed in a real work situation.

Unit 356 Support children and young people to achieve their learning potential (CYPOP 13)

Assessment Criteria

Outcome 1 Understand the legislation and policies that underpin education and learning for children and young people

The learner can:
1. describe the legislation that affects children and young people's access to education and learning opportunities
2. explain how policies have influenced access to learning opportunities for children and young people.

Outcome 2 Be able to support children and young people to work out what they want to learn and achieve

The learner can:
1. demonstrate how to encourage children or young people to recognise how their interests, talents and abilities can help to achieve their aspirations
2. work with a child or young person to help them to see how they can build on their interests, talents and abilities.

Outcome 3 Be able to work with children and young people to make the most of learning opportunities

The learner can:
1. demonstrate how to work with children or young people to set and monitor progress towards goals and targets
2. support children or young people's learning activities
3. demonstrate how to support children or young people to recognise and deal with attitudes or behaviour that may undermine learning opportunities
4. provide encouragement to children or young people to see how their learning experiences can be applied in other areas of life
5. provide children or young people with enthusiastic feedback to celebrate achievement.

Outcome 4 Know how to work with others to support children and young people to achieve the best possible outcomes from learning opportunities.

The learner can:
1. explain the importance of engaging carers in children and young people's learning
2. identify key professionals and their roles in supporting and developing children and young people's learning
3. explain the importance of effective communication between all those involved in a child or young person's learning.

Unit 357   Support children and young people to have positive relationships (CYPOP 14)

Level: 3
Credit value: 3
UAN: R/601/1369

Unit aim

This unit provides a basic knowledge and competence to support children and young people in the relationships they have with family, friends or professionals.

Learning outcomes

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

1. Understand the importance of positive relationships for the development and well being of children and young people
2. Be able to support children and young people to make and maintain positive relationships
3. Understand how to support children and young people when there are relationship difficulties.

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 NOS Unit 311
- CCLD NOS Unit 301
- Professional Practice in residential child care, Standard: 4.7
- Training support and development standards for Foster Care, Standard 2.3

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 Assessment Principles. Learning outcome 2 must be assessed in real work situations.

Unit 357   Support children and young people to have positive relationships (CYPOP 14)

Assessment Criteria

Outcome 1   Understand the importance of positive relationships for the development and well being of children and young people

The learner can:
1. identify the different relationships children and young people may have
2. explain the importance of positive relationships for development and wellbeing
3. explain the possible effects of children having restricted, or supervised contact in order to maintain relationships.

Outcome 2   Be able to support children and young people to make and maintain positive relationships

The learner can:
1. demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them
2. explain how to support children or young people to make new relationships
3. provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships.

Outcome 3   Understand how to support children and young people when there are relationship difficulties.

The learner can:
1. explain how to support a child or young person who is distressed by relationship difficulties
2. explain how to support a child or young person to end relationships that are making them unhappy
3. describe the circumstances that would result in a relationship causing concern and the actions that should follow
4. explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships.

Unit 358 Support positive practice with children and young people with speech, language and communication needs (CYPOP 15)

Level: 3
Credit value: 4
UAN: L/601/2861

Unit aim

This unit aims to ensure that practitioners work with children and young people at the centre of their practice and that they base their work on the strengths of the children and young people rather than their difficulties.

Learning outcomes

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

1. Understand the concept of positive practice when working with children and young people with speech, language and communication needs
2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people
3. Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs
4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people.

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

There are links to:

* Some of the competencies from CCLD Units 302, 306, 308, 312.
* Speech, Language and Communication Framework: Universal: Strand C; Enhanced: Strand C

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcome 3 must be assessed in relation to a real work situation

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

Unit 358   Support positive practice with children and young people with speech, language and communication needs (CYPOP 15)

Assessment Criteria

Outcome 1   Understand the concept of positive practice when working with children and young people with speech, language and communication needs

The learner can:

1. explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies
2. compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties
3. provide examples of how current research evidence supports positive practice.

Outcome 2   Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people

The learner can:

1. identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs
2. explain the process of how supportive strategies are selected and implemented to support children and young people's speech language and communication needs
3. explain own role in the process of how targets are set, monitored and evaluated along with specialist
4. compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs.

Outcome 3   Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs

The learner can:

1. review and identify the particular issues and implications of own work setting for children and young people's speech, language and communication
2. demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication
3. demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice.

Outcome 4   Understand how to work with others to support the social, emotional and cognitive needs of children and young people.

The learner can:

1. explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
2. explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
3. review and report on the roles of other professionals in supporting children and young people and explain how to access additional support.

Unit 359 Support the creativity of children and young people (CYPOP 30)

Level: 3
Credit value: 3
UAN: M/600/9807

Unit aim

This unit provides competence in working with children and young people to develop their creativity and innovative thinking. The unit explores day to day creativity for living and participation in organised creative activities.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand how creativity promotes well being for children and young people
2. Be able to encourage children and young people to recognise and value their own and others' creativity
3. Be able to support children and young people to take part in creative activities
4. Be able to participate in creative, day to day activities with children and young people.

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 NOS Unit 38 c
- Professional Practice in residential child care Standard: 4.5
- Training Support and Development Standards for Foster Care Standard 5.4

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 2, 3 and 4 should be assessed in real work situations
The unit needs to be assessed in line with Skills for Care and Development Assessment Principles.

Unit 359 Support the creativity of children and young people (CYPOP 30)

Assessment Criteria

Outcome 1 Understand how creativity promotes well being for children and young people

The learner can:
1. explain evidence, approaches and theories about the benefits of creativity for the well being of children and young people
2. identify the potential benefits of different types of creative activity
3. explain the difference between formal and informal creative activity.

Outcome 2 Be able to encourage children and young people to recognise and value their own and others' creativity

The learner can:
1. demonstrate how to work with children and young people to promote and encourage creativity
2. explain the importance of encouraging children and young people to recognise and value creativity
3. demonstrate how to encourage children or young people to explore their opportunities for creative activity.

Outcome 3 Be able to support children and young people to take part in creative activities

The learner can:
1. identify potential resources to support children and young people to take part in organised creative activities
2. demonstrate encouragement and positive feedback to children or young people taking part in organised creative activities
3. explain the importance of encouraging carers to support children and young people's creative activities.

Outcome 4 Be able to participate in creative, day to day activities with children and young people.

The learner can:
1. explain the importance of spending creative time with children and young people and the benefits that can result
2. demonstrate how to spend time with children and young people in creative activity
3. demonstrate how to support children and young people to recognise how creativity can be used in all aspects of life.

Unit 360   Work with children and young people in a residential care setting (CYPOP 35)

Level: 3
Credit value: 5
UAN: A/600/9809

Unit aim

This unit provides generic knowledge and competence for practitioners working in residential care, regardless of the theoretical approach used. Many areas of competence for working with children and young people are common to all practitioners, but this unit explores the specific skills and understanding needed to share a living space with children and young people.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:
1. Understand the legal, policy, rights and theoretical framework for residential care for children and young people
2. Understand own role and professional responsibilities in a residential care setting
3. Be able to work with children and young people through the day to day activities involved in sharing a living space
4. Be able to work with children and young people in a residential setting
5. Be able to safeguard children and young people in a residential care setting

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:
- SC NOS Unit 323
- Professional Practice in residential child care: all Standards

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 3, 4 and 5 must be assessed in real work situations. Simulation is not permitted.

Unit 360   Work with children and young people in a residential care setting (CYPOP 35)

Assessment Criteria

Outcome 1   Understand the legal, policy, rights and theoretical framework for residential care for children and young people

The learner can:
1. outline current theoretical approaches to residential provision for children and young people
2. explain the relevant legal and rights framework that underpins work with children and young people in residential care
3. explain the influence of current policies and legislation on residential care provision
4. describe how the life chances and outcomes of children and young people in residential care compare with those who are not.

Outcome 2   Understand own role and professional responsibilities in a residential care setting

The learner can:
1. explain the requirements of professional codes of conduct and how they apply to day to day work activities
2. explain how to ensure that own practice is inclusive and anti-discriminatory and how to challenge practice that is not
3. analyse how power, prejudice and discrimination can affect children and young people
4. explain how to fulfil own responsibilities to colleagues through responsible, constructive and co-operative team working
5. explain the professional requirement to maintain current, competent practice
6. explain the importance of maintaining positive relationships with people in the local community.

Outcome 3   Be able to work with children and young people through the day to day activities involved in sharing a living space

The learner can:
1. demonstrate how to develop relationships with children or young people through jointly undertaking practical activities
2. demonstrate ways to work with children or young people to plan, review and evaluate activities and agreements for group living
3. demonstrate in own practice how to encourage children or young people to take responsibility for their own plans
4. demonstrate how to link planning day to day activities in a residential setting links to the overall care plan for a child or young person
5. demonstrate how to encourage positive behaviour through modelling and reinforcement in all aspects of group living.

**Outcome 4   Be able to work with children and young people in a
                residential setting**

The learner can:

1. demonstrate how to facilitate agreement of arrangements for living together regardless of group size
2. demonstrate how to address and resolve conflict and disagreements with and between children or young people in a residential setting
3. use an understanding of group dynamics to promote and encourage children or young people to achieve positive outcomes in all aspects of their lives.

**Outcome 5   Be able to safeguard children and young people in a
                residential care setting**

The learner can:

1. demonstrate how to equip children or young people to feel safe and to manage risks
2. explain the practical application of legislation, policies and procedures and key messages form research and child protection enquiries for residential care settings
3. describe how to take action to protect children and young people in residential care from risks of harm or abuse from outside or inside the residential setting.

Unit 361 Support children or young people in their own home (CYPOP 37)

Level: 3
Credit value: 4
UAN: K/601/0132

Unit aim

This unit is aimed at support workers who work with children or young people and their carers in the community. It provides the understanding and competence required to work in someone else's home in order to support the achievement of positive outcomes.

Learning outcomes

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

1. Understand roles and responsibilities in relation to supporting children or young people in their own home
2. Be able to build positive relationships with children or young people and their carers when working in their home
3. Be able to provide support for children or young people to engage in activities that meet their needs and preferences.

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 NOS Unit 319

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 2 and 3 must be assessed in a real work environment.

Unit 361 Support children or young people in their own home (CYPOP 37)

Assessment Criteria

Outcome 1 Understand roles and responsibilities in relation to supporting children or young people in their own home

The learner can:

1. outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home
2. explain why it is important to be reliable and dependable when working with children or young people in their own home
3. explain how both formal and informal risk assessments are carried out when working with children or young people in their own home
4. explain what needs to be recorded when working with children or young people in their own home
5. give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case.

Outcome 2 Be able to build positive relationships with children or young people and their carers when working in their home

The learner can:

1. explain the importance of gathering information about the needs and preferences of children or young people
2. demonstrate methods of gathering information about the needs and preferences of children or young people
3. evaluate the complexities of developing relationships with children or young people in their own home as a professional worker
4. explain why a sensitive approach is needed when working with children or young people in their own home
5. explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers.

Outcome 3 Be able to provide support for children or young people to engage in activities that meet their needs and preferences.

The learner can:

1. demonstrate how activities with children or young people are planned to include:
   - preparation of the environment
   - preparation of resources
   - consideration of the level of support required
2. demonstrate how children or young people are supported to engage in activities that meet their needs and preferences
3. reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result.

Unit 362 Engage young parents in supporting their children's development (CYPOP 38)

Level: 3
Credit value: 3
UAN: J/502/4660

Unit aim

This unit aims to enable the learner to gain the understanding and ability to work with young parents to support them to engage in their children's development.

Learning outcomes

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

1. Understand the context of pregnancy and parenthood for young people.
2. Understand transition issues for young people and their potential impact on parenthood
3. Understand the impact of stress on a young parent's relationship with their child/children
4. Understand how to engage young parents with services
5. Understand the specific needs of young fathers in engaging with their child's needs and development.

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 has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units in the Work with Parents Qualification) and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.

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.

Simulation is not allowed.

Unit 362   Engage young parents in supporting their children's development (CYPOP 38)

Assessment Criteria

Outcome 1   Understand the context of pregnancy and parenthood for young people.

The learner can:
1. explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people.
2. explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people.
3. demonstrate how the strategy and guidance applies to own work with young parents.

Outcome 2   Understand transition issues for young people and their potential impact on parenthood

The learner can:
1. reflect on own transitional experiences as a young person
2. describe issues facing young parents in their transition from child to young adult.

Outcome 3   Understand the impact of stress on a young parent's relationship with their child/children

The learner can:
1. explain how stress experienced by young parents may affect their relationships with their children
2. explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting.

Outcome 4   Understand how to engage young parents with services

The learner can:
1. explain factors which impact on a young parent's engagement with services
2. reflect on the potential effectiveness of the range of services that can be offered to young parents
3. demonstrate how young parents engage with services/settings in own practice.

Outcome 5   Understand the specific needs of young fathers in engaging with their child's needs and development.

The learner can:
1. explain the specific needs of young fathers
2. explain factors that may lead to young fathers engaging with the needs of their children.
3. explain how services/settings can support young fathers to engage with their child's needs and development.

Unit 363   Engage fathers in their children's early learning (CYPOP 39)

Level: 3
Credit value: 3
UAN: Y/502/4663

Unit aim

This unit aims to enable the learner to gain the understanding and ability to work with fathers to engage them in their children's early learning.

Learning outcomes

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

1. Understand the policy context and research that underpins the involvement of fathers in their children's early learning
2. Understand how to work in partnership with fathers to support their children's early learning
3. Understand the barriers to fathers being involved in their children's early learning
4. Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning.

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 has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units within the Work with Parents qualification) and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.

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.

Simulation is not allowed.

Unit 363   Engage fathers in their children's early learning (CYPOP 39)

Assessment Criteria

Outcome 1   Understand the policy context and research that underpins the involvement of fathers in their children's early learning

The learner can:

1. explain key research studies that show the importance of fathers' involvement in their children's early learning.
2. summarise the role of a father in family life, structure and functioning in diverse communities
3. explain the concept of positive home learning environments and ways of promoting and supporting them.
4. explain why it is important to work in partnership with fathers.
5. explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning.

Outcome 2   Understand how to work in partnership with fathers to support their children's early learning

The learner can:

1. explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning
2. explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities
3. explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities.

Outcome 3   Understand the barriers to fathers being involved in their children's early learning

The learner can:

3. explain personal, social and cultural barriers to fathers being involved in their children's early learning.
1. explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their child's early learning
2. explain how attitudes can be barriers to engaging fathers in their children's early learning.

Outcome 4   Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning.

The learner can:

1. reflect on ways of working with resident and non resident fathers to help them provide support for their children's early learning.
2. identify and explain support and changes needed to improve own skills and knowledge and build on their own practice
3. explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning.

Unit 364 Engage parents in their children's early learning (CYPOP 40)

Level: 3
Credit value: 3
UAN: M/502/3812

Unit aim

This unit aims to enable the learner to gain the understanding and ability to engage parents in their children's early learning.

Learning outcomes

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

1. Understand the policy context and research that underpins parental involvement in their children's early learning
2. Understand how to work in partnership with parents to support their children's early learning
3. Understand barriers to parents being involved in their children's early learning
4. Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning.

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 has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units within the Work with Parents qualification) and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Assessment will be by portfolio and none of the learning outcomes will be assessed by observation

Unit 364 Engage parents in their children's early learning (CYPOP 40)

Assessment Criteria

Outcome 1 Understand the policy context and research that underpins parental involvement in their children's early learning

The learner can:

1. explain key research findings which show the importance of parental involvement in their children's learning in their early years
2. explain the concept of positive home learning environments and identify ways of promoting and supporting them
3. explain why it is important to work in partnership with parents, including fathers
4. explain the importance of clear principles and policies to support the engagement of parents in their child's early learning.

Outcome 2 Understand how to work in partnership with parents to support their children's early learning

The learner can:

1. explain and demonstrate how parents are engaged as partners in their children's early learning
2. explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership
3. explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership
4. explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator.

Outcome 3 Understand barriers to parents being involved in their children's early learning

The learner can:

1. explain personal, social and cultural barriers to parents being involved in their children's early learning
2. explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning
3. explain how attitudes can be barriers to engaging parents in their children's early learning.

Outcome 4 Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning.

The learner can:

1. explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning
2. reflect on ways of working with parents to help them provide appropriate support for their children's early learning
3. identify and explain support and changes needed to improve own skills and knowledge and build on their own practice.

Unit 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 Assessment Principles
Learning outcome 5 must be assessed in a real work situation.

Unit 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 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 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 Assessment Principles.
Learning outcome 2, 3, and 4 must be assessed in real work environment.

Unit 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 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 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 Assessment Principles.

Unit 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 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 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 Assessment Principles.
Learning outcomes 4 and 5 must be assessed in a real work environment.

Unit 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 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 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 Assessment Principles
Learning outcomes 3, 4, 5 and 6 must be assessed in a real work situation

Unit 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 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 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 Assessment Principles.
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.

Unit 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 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 384 Support children and young people to make positive changes in their lives (LDSS MP2)

Level: 3
Credit value: 4
UAN: M/600/9788

Unit aim

This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

Learning outcomes

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

1. Understand how to support children and young people to make positive changes in their lives
2. Be able to support children and young people to make positive changes in their lives
3. Be able to review support to children and young people to make positive changes in their lives.

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:

- LDSS NOS Unit: 314: Support children to overcome barriers and make positive changes in their lives
- Youth work 1.1.1: Enable children and young people to use their learning to enhance their future development.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 2 and 3 must be assessed in a real work environment.
Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Unit 384   Support children and young people to make positive changes in their lives (LDSS MP2)

Assessment Criteria

Outcome 1   Understand how to support children and young people to make positive changes in their lives

The learner can:
1. identify the factors that can impact on the lives of children and young people
2. analyse the impact such factors can have on the lives of children and young people
3. explain how individuals and agencies support children and young people to make positive changes in their lives.

Outcome 2   Be able to support children and young people to make positive changes in their lives

The learner can:
1. explain interventions that can be provided to support children and young people to make positive changes in their lives
2. demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change
3. work with a child or young person to develop an action plan to support positive changes in their lives.

Outcome 3   Be able to review support to children and young people to make positive changes in their lives.

The learner can:
1. support children or young people to review and amend their action plan
2. give examples from own practice of supporting children or young people to access further interventions
3. reflect on own practice in supporting children or young people to make positive changes in their lives.

Unit 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 Assessment Principles.

Unit 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 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 eg 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 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 Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment

Unit 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 389 Support families who have a child with a disability (PD OP 3.5)

Additional guidance

- **Diagnosis** eg 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 390 Assessment and Planning with Children and Young People (SCMP 1)

Level:	**3**
Credit value:	**5**
UAN:	**M/600/9760**

Unit aim

This unit provides a basis of knowledge, understanding and competence in order to make effective contributions to the assessment and planning for the lives of children and young people in need. The unit stresses the importance of children and young people engaging with the process of assessment and planning.

Learning outcomes

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

1. Understand how to place children and young people at the centre of assessment and planning
2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes
4. Be able to work with children and young people to review and update plans

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:

- Professional Practice in residential child care
- Standard: 4.1
- Training Support and Development Standards for Foster Care: 1.3
- Health and Social Care NOS Unit 36.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Units need to be assessed in line with the Skills for Care and Development Assessment Principles

Unit 390   Assessment and Planning with Children and Young People (SCMP 1)

Assessment Criteria

Outcome 1   Understand how to place children and young people at the centre of assessment and planning

The learner can:

1. explain the value of a child-centred model of assessment and planning
2. explain how to identify the needs of children and young people
3. explain the importance of working with **others** to assess the needs of children and young people to inform planning
4. analyse current evidence about **effective methods** of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning
5. explain the importance of **permanency planning** for children and young people.

Outcome 2   Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes

The learner can:

1. demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning
2. demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals
3. explain how the goals and targets identified will support the achievement of positive outcomes
4. develop a plan with a child or young person and **others** to meet their needs with a focus on the achievement of positive outcomes
5. explain how to support a child or young person and **others** to understand and agree the goals, targets and outcomes of the plan.

Outcome 3   Be able to work with children and young people to implement the plan for the achievement of positive outcomes

The learner can:

1. demonstrate how a child, young person and **others** are provided with clear information about the roles and responsibilities of all those involved in the plan
2. agree with a child, young person and others how goals and targets will be **achieved**
3. demonstrate how a positive approach is used to encourage children or young people work towards the achievement of goals and targets
4. demonstrate how progress towards goals and targets is agreed and recorded with the child or young person.

Outcome 4 Be able to work with children and young people to review and update plans

The learner can:

1. demonstrate how to record relevant information to prepare for a review
2. demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets
3. demonstrate how to contribute to reviews based on measurement of progress of the child or young person
4. present information to reviews about aspects of the plan that are working well and those that need to be changed.

Unit 390   Assessment and Planning with Children and Young People (SCMP 1)

Additional guidance

Others may include:
- Children and young people
- Carers
- Foster carers
- Residential workers
- Social workers
- Psychologists
- Doctors
- Support workers
- Police
- Youth justice
- Speech and language therapists
- Other agencies

Effective methods/Ways to engage may include:
- Appropriate venue/location
- Contributions through play
- Contributions through pictures
- Children and young people setting ground rules
- Written contributions
- Video/audio contributions

Permanency planning

Permanency planning is necessary for looked-after children and young people who need plans made for their long-term future. The purpose of permanency planning is to give each child or young person a greater sense of security, and, if possible, a family for life. It takes into account a child or young person's history and current situation, makes an assessment of the young person's needs and how best to meet those needs in the future. Permanency planning should include the child or young person and relevant others in the decision making. It takes into account individual circumstances and the age, needs and abilities of the child or young person.

See the assessment section of this handbook *(Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 391   Promote the Well-being and Resilience of Children and Young People (SCMP 2)

Level: 3
Credit value: 4
UAN: F/600/9780

Unit aim

This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self esteem and supporting children to recognise and value who they are.

Learning outcomes

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

1. Understand the importance of promoting positive well-being and resilience of children and young people
2. Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding
3. Be able to provide children and young people with a positive outlook on their lives
4. Be able to respond to the health needs of children and young people

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 NOS Units 34 and 313
*   CCLD NOS Units 307 and 308
*   Professional Practice in residential child care
*   Standards: 1.5, 2.2, 2.3 and 4.3
*   Training Support and Development Standards for Foster Care: 3.3 and 5.2

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 3 and 4 must be assessed in a real work environment.

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

Unit 391 Promote the Well-being and Resilience of Children and Young People (SCMP 2)

Assessment Criteria

Outcome 1 Understand the importance of promoting positive well-being and resilience of children and young people

The learner can:

1. explain the **factors that influence the well-being** of children and young people
2. explain the importance of resilience for children and young people
3. analyse effective ways of promoting well being and resilience in the work setting
4. describe ways of working with carers to promote well being and resilience in children and young people.

Outcome 2 Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding

The learner can:

1. explain why social and emotional identity are important to the well being and resilience of children and young people
2. explain how to support children and young people to identify with their own self image and identity
3. demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
4. demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
5. explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people.

Outcome 3 Be able to provide children and young people with a positive outlook on their lives

The learner can:

1. demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
2. explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives
3. support and encourage children and young people to respond positively to challenges and disappointments
4. demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
5. support children and young people to reflect on the impact of their own actions and behaviour.

Outcome 4   Be able to respond to the health needs of children and young people

The learner can:

1. support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
2. encourage children and young people to make positive choices about all of their **health needs**
3. assess any risks or **concerns** to the health and well being of children and young people and take appropriate action
4. explain the importance of informing **relevant people** when there are concerns about a child or young person's health or well being
5. record concerns about a child or young person's health or well being following recognised procedures.

Unit 391   Promote the Well-being and Resilience of Children and Young People (SCMP 2)

Additional guidance

Factors that influence well-being may include:
- attachment
- relationships
- emotional security
- health
- self esteem
- diet
- exercise
- rest and sleep
- prompt medical/dental attention when needed
- preventive health programmes

Ways to encourage social and emotional identity may include:
- positive role models
- cultural/ethnic networks
- life story work

Health needs may include:
- physical
- mental
- sexual

Concerns may include:
- illness
- injury
- use of illegal substances
- emotional distress
- poor lifestyle choices
- bullying (either as victim or perpetrator)
- exploitative behaviour (either as victim or perpetrator)
- harm or abuse
- changes in behaviour

Relevant people may include:
- carers
- social worker
- lead professional
- residential workers

See the assessment section of this handbook (Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 392 Professional practice in children and young people's social care (SCMP 3)

Level: 3
Credit value: 4
UAN: F/601/0315

Unit aim

This unit introduces the competence required for the application of principles and values in day-to-day practice. It introduces the concepts of the practitioner's duty of care and the need to support positive outcomes for children and young people.

Learning outcomes

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

1. Understand the legislation and policy framework for working with children and young people in social care work settings
2. Understand the professional responsibilities of working with children and young people
3. Be able to meet professional responsibilities by reflecting on own performance and practice
4. Be able to develop effective working relationships with professional colleagues
5. Understand the implications of equalities legislation for working with children, young people and families
6. Understand the value of diversity and the importance of equality and anti-discriminatory practice

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:

- CCLD NOS Unit 305
- Professional Practice in residential child care
- Standards: 1.1, 1.2, 1.3, 1.6, 6.1, 6.2 and 6.3
- Training Support and Development Standards for Foster Care
  Standards 1.2, 2.2, 7.3 and 7.4

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Learning outcomes 3 and 4 must be assessed in a real work environment.
Units need to be assessed in line with the Skills for Care and Development Assessment Principles

Unit 392   Professional practice in children and young people's social care (SCMP 3)

Assessment Criteria

Outcome 1   Understand the legislation and policy framework for working with children and young people in social care work settings

The learner can:

1. explain how current and relevant **legislation and policy** affects work with children and young people
2. describe the impact of social care standards and codes of practice on work with children and young people
3. explain the importance of the united nations convention on the rights of the child (UNCRC).

Outcome 2   Understand the professional responsibilities of working with children and young people

The learner can:

1. explain the responsibilities of a
   - corporate parent
   - professional carer
2. explain what is meant by a 'duty of care'
3. analyse the **impact of professional relationships** on children and young people
4. give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people
5. explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people.

Outcome 3   Be able to meet professional responsibilities by reflecting on own performance and practice

The learner can:

1. explain the professional responsibility to maintain current and competent practice
2. engage with professional supervision in order to improve practice
3. seek, and learn from, feedback on own practice from colleagues and children and young people
4. explain the importance of understanding the limits of personal competence and when to seek advice.

Outcome 4   Be able to develop effective working relationships with professional colleagues

The learner can:

1. respect and value the professional competence and contribution of colleagues
2. explain own rights and expectations as a professional and how to assert them.

Outcome 5   Understand the implications of equalities legislation for working with children, young people and families

The learner can:

1. explain how current **equalities legislation** affects work with children young people and families

2. identify examples of good practice in promoting equality and explain how and why they are effective.

Outcome 6   Understand the value of diversity and the importance of equality and anti-discriminatory practice

The learner can:

1. explain what is meant by diversity

2. explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families

3. describe the effects of discrimination and explain the potential results for children and young people.

Unit 392 Professional practice in children and young people's social care (SCMP 3)

Additional guidance

Current and relevant **legislation and policies** as appropriate to UK Home Nation.

Impact of professional relationships may include:
- Power relationships
- Dealing with a employed professional
- Feelings of powerlessness
- Uncertainties about how to behave and relate

Equalities legislation as appropriate to UK Home Nation

See the assessment section of this handbook *(Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook)* for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 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 Assessment Principles

Unit 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 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 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 Assessment Principles

Unit 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 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 Assessment Principles
Learning outcomes 3 and 4 must be assessed in real work environment

Unit 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 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 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 Assessment Principles
Learning Outcomes 4 and 5 must be assessed in a real work environment

Unit 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 individual's 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 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** eg
  - 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 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 Assessment Principles
Learning outcomes 3 and 4 must be assessed in real work environment

Unit 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 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 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 Assessment Principles

Learning outcomes 2, 3, and 4 must be assessed in a real work environment

Unit 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 399 Enable individuals to negotiate environments (SS OP 3.8)

Additional guidance

- **Conditions and/or disabilities** could include factors relating to:
  - Sensory loss
  - Physical health
  - Mental health
  - Physical disability
  - Learning difficulty/disability
  - Emotional health
- **Resources** could include:
  - Other professionals
  - Assistive technology / aids
- **Others** could include:
  - Other professionals
  - Carers / family members
  - Advocates
  - Colleagues
- The **plan** will include:
  - Risk assessment and could include:
  - Environmental hazards
  - Agreed methods of communication
  - Level of support required
  - Assistive technology / aids
  - Other resources

Unit 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 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 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 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:
    o Repetitive / obsessive
    o Withdrawn
    o Aggressive
    o Self-injurious
    o Disruptive
    o Anti-social or illegal
    o Verbally abusive

- **Factors** that lead to behaviour being defined as challenging may include
    o culture
    o competence and capacity of settings
    o social norms
    o frequency, intensity and duration of the behaviour
    o ability to communicate effectively

- **Environmental risk factors** will include features that are physical or social, such as:
    o Uncomfortable levels of stimulation (eg too busy, boring)
    o Institutional-style setting (eg block treatment, rigid routines)
    o Poor service organisation (eg. inexperienced carers)
    o Inappropriate social environment (eg overly restrictive, limited choice)
    o Environmental pollutants (eg. temperature, noise levels)

- **Triggers** are factors that make challenging behaviours more likely to occur. They include:
    o 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.
    o 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 407 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (CYPOP 17)

Level: 4
Credit value: 5
UAN: F/600/9777

Unit aim

This unit aims to provide learners with an in-depth understanding of the effects of poverty and disadvantage on children and young people.

Learning outcomes

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

1. Understand the factors that may impact on the outcomes and life chances of children and young people
2. Understand how poverty and disadvantage affect children and young people's development
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage
5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage.

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: DCSF Narrowing the Gap Guidance 2008.

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 Assessment Principles.

Unit 407 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (CYPOP 17)

Assessment Criteria

Outcome 1 Understand the factors that may impact on the outcomes and life chances of children and young people

The learner can:
1. identify the factors that impact on outcomes and life chances for children and young people.
2. explain the critical importance of poverty in affecting outcomes and life chances.
3. analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people.
4. explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people and young people.

Outcome 2 Understand how poverty and disadvantage affect children and young people's development

The learner can:
1. analyse how poverty and disadvantage may affect children and young people's:
   - physical development
   - social and emotional development
   - communication development
   - intellectual development
   - learning

Outcome 3 Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable

The learner can:
1. understand the importance of early intervention for children and young people who are disadvantaged and vulnerable.
2. explain what is meant by both disadvantage and vulnerability.
3. explain the importance of early intervention for disadvantaged and/or vulnerable children and young people.
4. evaluate the impact of early intervention.

Outcome 4 Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage

The learner can:
1. research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level.
2. explain how carers can be engaged in the strategic planning of services.
3. analyse how practitioners can encourage carers to support children and young people's learning and development.
4. explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account.

Outcome 5 **Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage.**

The learner can:

1. explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence.
2. explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background.
3. analyse how and why practitioners should act as agents and facilitators of change in own work setting.

Unit 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 Assessment Principles
Learning Outcomes 2, 3 and 4 must be assessed in real work environment

Unit 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 408   Support individuals in the use of assistive technology (SS OP 3.4)

Additional guidance

- **Well Being** eg
  - Emotional
  - Psychological
  - Physical
- **Others** could include:
  - Other professionals
  - Carers / family members
  - Advocates
  - Colleagues

Unit 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 Assessment Principles
Learning outcomes 4, 5 and 6 must be assessed in real work environment

Unit 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 409 Support individuals to access education, training or employment (SS OP 3.7)

Additional guidance

- **Well Being** eg
  - 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 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 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 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 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 (eg 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 (eg 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 eg
   - 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
10. agencies and services)
11. record all information and report to appropriate person in the required format.

Unit 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 eg 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 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 eg 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 eg 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 eg 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: eg 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 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 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 616　Administer medication to individuals, and monitor the effects (ASM 34)

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 616   Administer medication to individuals, and monitor the effects (ASM 34)

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 620 Understand the context of supporting children and young people through foster care

Level: 3
Credit value: 5
UAN: T/503/5878

Unit aim

The unit is designed to enable the learner to understand the context of supporting children and young people through foster care

Learning outcomes

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

1. Understand the circumstances that can lead to children and young people accessing foster care
2. Know the information that should be provided to foster carers prior to placements being arranged
3. Understand how legislation, policies and procedures relate to foster care
4. Understand how foster care can make a positive difference to the lives of children and young people in care
5. Understand the importance of relationships for children and young people accessing foster care
6. Understand the roles and responsibilities of a foster carer when working with birth families, carers and professionals

Guided learning hours

It is recommended that 45 hours should be allocated for this unit.

Details of the relationship between the unit and relevant national standards

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 620 Understand the context of supporting children and young people through foster care

Assessment Criteria

Outcome 1 **Understand the circumstances that can lead to children and young people accessing foster care**

The learner can:
1. explain the circumstances that can lead to children and young people accessing foster care
2. explain the changes that a child or young person accessing foster care may experience.
3. explain the effects that changes may have on the child or young person and others.

Outcome 2 **Know the information that should be provided to foster carers prior to placements being arranged**

The learner can:
1. Explain what information should be provided to assist in the provision of a safe and secure environment for children and young people accessing foster care
2. Explain steps that should be taken if sufficient information has not been received for a child or young person accessing foster care.

Outcome 3 **Understand how legislation, policies and procedures relate to foster care**

The learner can:
1. Evaluate how current **legislative frameworks** in own home nation and organisational policies and procedures underpin the way that children and young people are looked after in foster care.
2. Explain the importance of foster carers adhering to service policies and procedures.
3. Explain how **delegated responsibility** impacts upon the role of foster carers.

Outcome 4 **Understand how foster care can make a positive difference to the lives of children and young people in care**

The learner can:
1. Explain the importance of stability in the care offered to children and young people accessing foster care
2. Evaluate the role of foster carers in providing children and young people with a safe, secure and stable environment.

Outcome 5   Understand the importance of relationships for children and young people accessing foster care

The learner can:

1. Explain the importance for children and young people accessing foster care, of maintaining relationships with their wider family and **informal networks**
2. Explain how the maintenance of relationships with wider family and informal networks can have a positive or negative impact on their self image or identity
3. Explain circumstances where children and young people are not able to maintain relationships with wider family members and informal networks
4. Analyse the impact of separation and loss on children and young people accessing foster care
5. Explain how children and young people can be supported to explore feelings in relation to contact and relationships with wider family members
6. Explain why it is important for foster carers to have positive regard for a child or young people's **background.**

Outcome 6   Understand the roles and responsibilities of a foster carer when working with birth families, carers and professionals

The learner can:

6.1 Describe the roles and responsibilities of the foster carer as part of the fostering service

6.2 Explain the importance of foster carers developing and maintaining good relationships with birth families, careers and professionals

6.3 Summarise circumstances that may impact on foster careers developing and maintaining relationships with birth families, carers and professionals.

Unit 620 Understand the context of supporting children and young people through foster care

Additional guidance

Positive or negative **changes** could include:
- Transitions
- Family breakdown
- One or multiple placement breakdown
- Health and mental health
- Criminal justice
- Adoption by foster carer
- Family contact
- Education
- Different physical environments, communities and cultures

#
Others could include:
- Foster Carers
- Family
- Friends
- Professionals

Legislative frameworks – should include the UN Convention for the Right of the Child and Young Person.

Delegated responsibility – decision making about children in placement, devolved to the foster carer by the local authority / those holding parental responsibility

Informal networks could include:
- Family
- Siblings
- Friends
- Neighbours
- Special interest groups
- Social groups

Background could include:
- Family relationships
- Informal networks
- Culture
- History
- Preferences
- Beliefs
- Community

See pages 24 – 25 of the Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 621 Support positive attachments for children and young people

Level: 3
Credit value: 7
UAN: M/503/5877

Unit aim

This unit provides the learner with the knowledge, understanding and skills to support the development of positive attachments

Learning outcomes

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

1. Understand the importance of positive attachment for the well being of children and young people.
2. Understand how resilience can reduce vulnerability of children and young people to separation and loss.
3. Be able to promote positive attachments for children or young people.
4. Be able to develop own practice in supporting positive attachments for children or young people.

Guided learning hours

It is recommended that 55 hours should be allocated for this unit.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 318

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 621 Support positive attachments for children and young people

Assessment Criteria

Outcome 1 Understand the importance of positive attachment for the well being of children and young people

The learner can:
1. Summarise theories of attachment.
2. Explain why positive attachment is important for children and young people
3. Evaluate the potential **impact** on the well being of children and young people of not forming positive attachments.
4. Explain the role of **carers** in supporting children and young people to form positive attachments.

Outcome 2 Understand how resilience can reduce vulnerability of children and young people to separation and loss

The learner can:
1. Describe what is meant by the term resilience.
2. Explain how the development of resilience can help children and young people cope with separation and loss.
3. Explain ways carers can help develop resilience in children and young people.

Outcome 3 Be able to promote positive attachments for children or young people

The learner can:
1. Engage a child or young person in routines and activities that promote positive relationships and well being.
2. Use active listening with a child or young person to promote the development of positive relationships and well being.
3. Seek advice and support from **others** when concerned about the attachment behaviour of a child or young person.
4. Implement **agreed strategies** with a child or young person to promote positive relationships and well being.

Outcome 4 Be able to develop own practice in supporting positive attachments for children or young people

The learner can:
1. Describe how a child or young person has been supported by own practice to develop positive attachments.
2. Evaluate why approaches in supporting positive attachments have been successful or unsuccessful for a child or young person.
3. Reflect on how own practice can be adapted to support a child or young person in the future.

Unit 621　　　Support positive attachments for children and young people

Additional guidance

Impact should include both physiological and psychological impact.

Carers could be either paid carers or informal carers.

Others to include professionals and family.

Agreed strategies strategies agreed with other.

See pages 24 – 25 of the Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 622 Practise as a foster carer

Level: 3
Credit value: 5
UAN: A/503/5879

Unit aim

The purpose of this unit is to enable the learner to develop their knowledge, understanding and skills of providing support to children and young people within their home through foster care

Learning outcomes

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

1. Be able to prepare to accommodate children or young people in their own home.
2. Be able to support children and young people to settle into the family home.
3. Be able to provide a safe home environment for children and young people accessing foster care.
4. Be able to support family and other **key people** to adjust to family life with children and young people accessing foster care.
5. Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care.

Guided learning hours

It is recommended that 46 hours should be allocated for this unit.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 318.

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.

All learning outcomes must be assessed in real work situations.

Unit 622   Practise as a foster carer
Assessment Criteria

Outcome 1   Be able to prepare to accommodate children or young people in their own home

The learner can:
1. Assess the information provided about the needs, background and experiences of a child or young person for whom a home is to be provided.
2. Evaluate how the needs, background and experience of the child or young person can be accommodated within own home.
3. Demonstrate how to seek additional support where the needs, background and experience of the child or young person may present challenges.

Outcome 2   Be able to support children and young people to settle into the family home

The learner can:
1. Take steps to make a child or young person feel welcomed into the home.
2. Personalise the home for the child or young person.
3. Support the child or young person to understand any house rules for living in the home according to their age and stage of development.
4. Support the child or young person to express needs, wishes and feelings.

Outcome 3   Be able to provide a safe home environment for children and young people accessing foster care

The learner can:
1. Identify a range of **risks** that may be considered when providing accommodation for a child or young person
2. Evaluate hazards and risks within the home environment
3. Implement actions to minimise risks within the home for a child or young person, balancing rights and choices with safety.

Outcome 4   Be able to support family and other key people to adjust to family life with children and young people accessing foster care

The learner can:
1. Explain the impact that emotional, social and physical demands may have on family and other key people
2. Consider techniques that can be used to support family and other key people to integrate a child or young person as a family member
3. Support family and other key people to balance their own needs with those of the child or young person
4. Take steps to address conflicts and disagreements as they arise
5. Develop strategies to protect the child or young person, family and key people when the behaviour of the child or young person presents a risk to themselves or others.

Outcome 5 **Be able to work effectively as a member of a professional team and wider community to meet the needs of children and young people in foster care**

The learner can:

1. Implement elements of the care plan that relate to own role as part of the foster care team.
2. Work with the fostering team and **others** to support children or young people's **health and well being**
3. Demonstrate the use of organisational skills in foster carer role.

Unit 622   Practise as a foster carer
Additional guidance

Risks could include:
- Environmental
- Behavioural
- Emotional
- Allegations

Key people - may include members of wider family, friends, carers; others with whom the family has a supportive relationship etc

Strategies could include either:
- Past, present or future strategies
- Strategies agreed with other professionals

Others could include:
- Child's family
- Own family
- Friends/ informal networks

Health and well being could include:
- Physical
- Emotional
- Psychological
- Education
- Employment
- Social

See pages 24 – 25 of the Level 3 Diploma for the Children and Young People's Workforce (4227) Qualification handbook for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 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 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 teamwork

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 prepare for the administration of medication

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 prepare for the administration of medication

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 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 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 learner's 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 Assessment Principles.

Unit 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

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 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 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 Assessment Principles

Unit 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**

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 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 641 Provide support to children or young people who have experienced harm or abuse (HSC 3068)

Level: 4
Credit value: 6
UAN: F/504/2204

Unit aim

The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support children or young people who have experienced harm or abuse

Learning outcomes

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

1. Understand the role of self and **others** when supporting children or young people who have experienced **harm** or **abuse**
2. Be able to support children or young people who disclose harm or abuse
3. Be able to support children or young people who have experienced harm or abuse
4. Be able to work with others to support the safe involvement of key people with children or young people who have experienced harm or abuse

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

SCDHSC0034 – Promote the safeguarding of children and young people

SCDHSC00325 – Contribute to the support of children and young people who have experienced harm or abuse

SCDHSC0431 – Support 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

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

Unit 641   Provide support to children or young people who have experienced harm or abuse (HSC 3068)

Assessment Criteria

Outcome 1   Understand the role of self and *others* when supporting children or young people who have experienced *harm or abuse*

The learner can:

1. Explain own role and responsibilities to children or young people who have experienced harm or abuse
2. Explain the role and responsibilities of others to children or young people who have experienced harm or abuse
3. Explain the importance of establishing trusting relationships with children or young people who have experienced harm or abuse

Outcome 2   Be able to support children or young people who disclose harm or abuse

The learner can:

1. Support a child or young person to gain understanding about:
   • who information of harm or abuse will be shared with
   • the reasons for sharing information of harm or abuse
2. Support a child or young person to disclose, at their own pace, harm or abuse they have experienced
3. Explain why it is important to respond calmly to disclosures of harm or abuse
4. Communicate with a child or young person according to their level of development and understanding when they are disclosing harm or abuse
5. Explain how to avoid **actions** or statements that could adversely affect the use of evidence in future investigations or in court
6. Keep records about disclosures of harm or abuse that are detailed, accurate, timed, dated and signed
7. Access support in situations that are outside your expertise, experience, role and responsibility

Outcome 3   Be able to support children or young people who have experienced harm or abuse

The learner can:

1. Access information about how to support a child or young person who has experienced harm or abuse
2. Work with a child or young person, agreed **key people** and others to understand implications from harm and abuse
3. Work with agreed key people and others to support a child or young person to deal with distress, fear and anxieties that may have been caused by harm or abuse
4. Work with agreed key people and others to support a child or young person to develop positive coping strategies
5. Seek support where a child or young person's behaviour gives cause for concern
6. Use supervision to reflect on own support to a child or young person and any feelings about harm or abuse they have experienced
7. Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse.

Outcome 4   Be able to work with others to support the safe involvement of key people with children or young people who have experienced harm or abuse

The learner can:

1. Access information about limitations of involvement with a child or young person placed upon key people
2. Work with others to ensure that limitations placed upon key people of their involvement with a child or young person are adhered to
3. Support a child or young person to understand the reasons for limitations placed on key people for involvement in their lives
4. Support a child or young person to gain understanding about why it is necessary to set and maintain safe, consistent and understandable boundaries for themselves and key people

Unit 641 Provide support to children or young people who have experienced harm or abuse (HSC 3068)

Additional guidance

Others may include:
- Colleagues
- Families or carers
- Other professionals
- Advocates

Harm or abuse may include neglect; physical; emotional; sexual; financial abuse; bullying; self harm

Actions could include avoiding leading questions or putting pressure on the child or young person to disclose 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 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 Assessment Principles.

Unit 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

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 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 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 Assessment Principles

Unit 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 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 (eg nutritional supplement drinks, vitamin and mineral additives)

Others may include:
- the individual
- family and friends
- carers
- colleagues
- other professionals eg 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 eg 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 (eg 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 (eg 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 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 Assessment Principles.
Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting

Unit 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 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 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

This 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 Assessment Principles.
Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Unit 683   Unit 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 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 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 Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting

Unit 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 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

Unit 686 Support individuals who are substance users (ASM 3)

Level: 3
Credit value: 7
UAN number: 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 be able to:
1   Understand about different substances, their effects and how they might be used
2   Enable individuals to adopt safe practices associated with substance use
3   Support individuals when they have used substances
4   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.

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 686 Support individuals who are substance users (ASM 3)

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 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 manner that maximise 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 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   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 698 Understanding professional supervision practice (LM2a)

Level:	4
Credit value:	3
UAN:	H/602/3185

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of professional supervision practice. It could be used to support those wishing to prepare for a supervisory role or to enhance the practice of those already in such a role.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:
1. Understand the purpose of supervision
2. Understand how the principles of supervision can be used to inform performance management
3. Understand how to support individuals through professional supervision
4. Understand how professional supervision supports performance

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

LMCS A1, B1, HSC 41, 43, 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 Assessment Principles.

Unit 698 Understanding professional supervision practice (LM2a)

Assessment Criteria

Outcome 1 Understand the purpose of supervision

The learner can:

1. evaluate theoretical approaches to professional supervision
2. analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision

Outcome 4 Understand how the principles of supervision can be used to inform performance management

The learner can:

1. explain key principles of effective professional supervision
2. analyse the importance of managing performance in relation to
   • governance
   • safeguarding
   • key learning from critical reviews and inquiries

Outcome 3 Understand how to support individuals through professional supervision

The learner can:

1. analyse the concept of anti oppressive practice in professional supervision
2. explain methods to assist individuals to deal with challenging situations
3. explain how conflict may arise within professional supervision
4. describe how conflict can be managed within professional supervision

Outcome 4 Understand how professional supervision supports performance

The learner can:

1. explain the responsibility of the supervisor in setting clear targets and performance indicators
2. explain the performance management cycle
3. compare methods that can be used to measure performance
4. describe the indicators of poor performance
5. evaluate the use of performance management towards the achievement of objectives

Unit 701   Promote Signing to Advance Speech, Language and Communication (KB6)

Level: **3**
Credit value: **6**
UAN: **J/504/3371**

Unit Aim: The unit provides the learner with the knowledge and skills needed to promote signing to advance speech, language and communication

Learning outcomes

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

1. Understand how the use of sign supported English supports learning and development.
2. Be able to use sign supported English to promote learning and development
3. Understand the role of signing and fingerspelling in the development of early literacy
4. Understand the role of sign supported English in providing an environment which values children and young people and encourages positive pro-social behaviour
5. Understand the role of sign supported English in providing an environment which values children and young people and encourages positive pro-social behaviour

Guided learning hours

It is recommended that **42** 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 Assessment Principles
Sign supported English uses signs from British Sign Language (BSL) alongside speech.

Unit 701　　　Promote Signing to Advance Speech, Language and Communication

Assessment Criteria

Outcome 1　　Understand how the use of sign supported English supports learning and development

The learner can:

1. explain how sign supported English supports the development of pro-social skills
2. explain how sign supported English contributes to the development of language skills
3. evaluate how sign supported English contributes to the development of cognitive skills

Outcome 2　　Be able to use sign supported English to promote learning and development

The learner can:

1. plan a range of age and culturally appropriate activities using sign supported English to support social and emotional development, language and cognitive development
2. use and evaluate the effectiveness of the activities using sign supported English in promoting learning and development

Outcome 3　　Understand the role of signing and fingerspelling in the development of early literacy

The learner can:

1. analyse how signing and fingerspelling can contribute to the development of early literacy.

Outcome 4　　Understand the role of sign supported English in providing an environment which values children and young people and encourages positive pro-social behaviour

The learner can:

1. analyse the contribution of signing to the provision of an environment which values children and young people with diverse communication needs
2. explain how different behaviour management signs and signed phrases can be used with different age groups
3. evaluate the effectiveness of own signing skills in expressive and receptive communication

Outcome 5　　Understand how the use of sign supported English promotes inclusive practice and contributes to parental involvement/partnership

The learner can:

1. reflect on how their own inclusive practice has been enhanced by the use of sign supported English
2. review and discuss their experience of parental involvement/partnership working and plan for future improvements

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
- ***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	T: +44 (0)844 543 0033 **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 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	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLA, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business_unit@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**

HB-05-4222