City & Guilds Level 4 Diploma in Adult Care (England) (4222-34/84)

March 2024 Version 3.2

Qualification Handbook

Qualification at a glance

Subject area	Health and Social Care - Adult Care
City & Guilds number	4222
Age group approved	18+
Entry requirements	No entry requirements
Assessment	Portfolio of evidence
Approvals	Automatic approval is available for centres offering: • 3978-54/4978-54 Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Residential Management) • 3978-55/4978-55 Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Management)
Support materials	Centre handbook Assignments
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
City & Guilds Level 4 Diploma in Adult Care (England)	4222-34	601/5641/7
City & Guilds Level 4 Diploma in Adult Care (England) (unit route)	4222-84	601/5641/7

Version and date	Change detail	Section
V1.1 April 2015	Formatting	Throughout
V1.2 October 2017	Version number and date	Front cover
V1.3 January 2018	Unit 414 aim updated	Unit 414

V2.0 May 2018	Amendments to units following review against the standard for Level 4 Leader in Adult Care	Units 410; 411; 412, 417 and 681
	410 (added AC 1.6); 411 (added 1.4; 5.4 amended 3.2); 412 (added inclusion to LO3; 3.2;3.3; added 4.7) 417 (added dilemmas to LO 3; added 4.3); 681 (added whistleblowing to 2.4)	
V2.1 May 2018	Formatting issue corrected	Document footer
V2.2 September 2018	Unit 311 level updated	Introduction – structure; Unit 311
V3.0 May 2021	New units added and units amended following review of the qualification against the Apprenticeship trailblazer standard for L4 Lead Practitioner in Adult Care	Structure, Assessment, Units 438, 439, 440 and 443
V3.1 December 2023	Titling updated	Throughout
	Deleted reference to QCF	Throughout
	Unit 690 Awareness of the Mental Capacity Act 2005 replaced with	Structure, Optional Group A
	Unit 692 Awareness of Mental Capacity and Restrictive Practice	Assessment, Units
	Unit 436 Assessment, implementation and review of assistive technology in social care, dates of codes removed.	Unit 436
V3.2 March 2024	Update of Quality Assurance Statement	Centre Requirements

Qualification at a glance

Contents

1 Introduction

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

Area	Description
Who is the qualification for?	The Level 4 Diploma in Adult Care (England) is specifically designed for learners wanting to work in Adult Social Care in England in the following roles: • Community Care /Support Officers • Community Care /Support Officers - office based • Social Care Assessor • Care Assessment Officer • Community Care Assessment Officer • Social Services Officer • Social Care Assistant • Social Work Assistants • Brokerage Worker • OT Assistant • Occupational Assessment Officer • Physiotherapy Assistant • Rehabilitation and Re-ablement Assistant • Independence Support Assistant • Re-ablement Support Workers/Officer • Telecare Assistant • Assistive Technology Co-ordinator/Officer
What do the qualifications cover?	This qualification allows learners to learn, develop and practise the skills required for employment and/or career progression in Adult Care in England. It covers a range of topics. Please see the structure and units for details.
What opportunities for progression are there?	Learners may progress into employment or to the following City & Guilds qualifications: • Level 5 in Leadership and Management for Adult Care (England) (3096-51) This qualification will be the accepted qualification for registration and regulation where appropriate and can demonstrate continuing professional development.
Who did we develop the qualification with?	This qualification has been developed by Skills for Care (SSC) and the employers in the industry.
Is it part of an apprenticeship framework or initiative?	No

Structure

To achieve the Level 4 Diploma in Adult Care (England) learners must achieve a minimum of **70 credits** overall. **36 credits** must be achieved from the Mandatory Group, a minimum of **6 credits** from Optional Group A and a minimum of **28 credits** from Optional Group B.

At least 55 credits must be achieved at Level 4 or above.

UAN	City & Guilds unit number	Unit title	Level	Credit value	GLH
Mandatory					
A/602/3189	143	Work in partnership in health and social care or children and young people's settings	4	4	26
L/506/6053	410	Advanced communication skills	4	4	27
Or (To be replaced with)					
	440	Advanced communication skills	4	4	27
J/506/7623	411	Personal development in health, social care or children's and young people's settings	4	4	26
J/506/7119	412	Equality and diversity in health, social care or children's and young people's settings	4	3	21
A/506/7120	413	Facilitate person centred assessment to support wellbeing of individuals	4	2	14
Or (To be replaced with)					
	443	Facilitate person centred assessment to support wellbeing of individuals	4	2	14
F/506/7121	414	Facilitate support planning to ensure positive outcomes for individuals and to support well being	4	2	14
K/602/6248	415	Understand personalisation in care and support services	5	4	33
M/506/6353	416	Health and safety in health and social care settings	4	3	21
A/506/7621	417	Professional practice in health and social care for adults or children and young people	4	3	20

	City & Guilds unit number	Unit title	Level	Credit value	GLH
A/506/8736	418	Safeguard children and young people who are present in the adult social care sector	4	2	14
A/504/2198	637	Develop, maintain and use records and reports	4	3	23
F/506/7622	681	Understand safeguarding and protection in health and social care settings	3	2	18
Optional Group A	**City & Guilds unit number**	**Unit title**	**Level**	**Credit value**	**GLH**
K/601/9199	368	Understand the administration of medication to individuals with dementia using a person centred approach	3	2	15
J/601/6293	375	Understand positive risk taking for individuals with disabilities	3	3	25
T/601/5317	378	Understand how to support individuals with autistic spectrum conditions	3	3	28
M/601/7048	382	Principles of self-directed support	3	3	26
Y/601/6167	387	Understand the impact of acquired brain injury on individuals	3	3	28
M/601/3467	393	Understand sensory loss	3	3	21
Y/601/8579	402	Understand theories of relationships and social networks	4	3	29
M/506/6367	419	Understand public funding of individual care needs in adult social care	4	4	29
D/602/3170	531	Understand how to manage a team	4	3	20
F/504/2218	650	Understand professional management and leadership in health and social care or children and young people's settings	5	6	50
D/504/2243	656	Understand the factors affecting older people	3	2	17
J/503/7165	669	Understand stroke care management	3	4	36
D/503/1839	679	Diabetes awareness	3	6	46
Y/506/7089	687	Understand the process and experience of dementia	3	3	22
L/506/7090	688	Understand the role of communication and interactions with individuals who have dementia	3	3	26
R/506/6054	689	Understand Parkinson's for health and social care staff	3	2	14
L/504/8409	690	Awareness of the Mental Capacity Act	3	3	28

	692	Understanding mental capacity and restrictive practice	3	2	18
Or Refer to unit for further guidance					
H/602/3185	698	Understanding professional supervision practice	4	3	22

Optional Group B	**City & Guilds unit number**	**Unit title**	**Level**	**Credit value**	**GLH**
L/601/8028	311	Provide support to maintain and develop skills for everyday life	3	4	28
F/601/7927	316	Support individuals to access and use services and facilities	3	4	25
K/601/7906	322	Support individuals to access housing and accommodation services	3	4	24
M/601/9494	401	Support the development of community partnerships	4	5	33
H/601/7905	403	Support individuals to access and manage direct payments	4	6	40
A/601/9174	404	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	4	5	35
F/601/9029	405	Work with families, carers and individuals during times of crisis	4	5	35
T/601/9738	406	Implement the positive behavioural support model	4	8	61
J/601/3541	408	Support individuals in the use of assistive technology	4	4	32
H/601/3546	409	Support individuals to access education, training or employment	4	4	31
D/506/7093	432	Manage finance within own area of responsibility in health and social care or children and young people's settings	4	4	31
T/506/6368	433	Provide information, advice and guidance	4	4	26
T/506/6354	434	Develop and implement reablement plans	4	4	30
J/506/6052	435	Mentoring in social care	4	2	15
L/506/8160	436	Assessment, implementation and review of assistive technology in social care	4	4	27
R/506/8161	437	Promote assistive technology in social care	4	4	29
	438	Recruitment, selection and induction processes in care settings	4	4	21

	439	Behaviours in adult care	4	4	25
J/602/3499	543	Undertake a research project within services for health and social care or children and young people	5	10	80
J/601/5645	546	Promote access to healthcare for individuals with learning disabilities	5	6	44
A/601/5318	547	Promote good practice in the support of individuals with autistic spectrum conditions	5	7	53
M/601/5249	556	Promote awareness of sensory loss	5	3	19
H/601/5250	557	Support the use of assistive technology	5	4	31
M/601/5252	559	Support individuals with sensory loss with communication	5	5	37
T/601/5253	560	Support individuals with multiple conditions and/or disabilities	5	5	34
R/502/3298	566	Providing Independent Advocacy to adults	4	5	35
A/602/6237	567	Share knowledge and good practice	5	3	20
R/506/7091	568	Facilitate change in health and social care or children and young people's setting	5	5	33
H/506/7094	569	Manage quality in health and social care or children and young people's setting	5	5	36
M/504/2196	635	Support individuals with autistic spectrum conditions	3	4	33
R/504/2207	644	Supporting infection prevention and control in social care	3	2	18
T/504/2216	648	Assess the needs of carers and families	3	4	28
A/504/2217	649	Lead practice in assessing and planning for the needs of families and carers	5	3	22
J/504/2219	651	Appraise staff performance	5	5	32
R/504/2224	652	Support people who are providing homes for individuals	4	6	40
M/503/8133	661	Support the spiritual wellbeing of individuals	3	3	26
Y/602/2339	683	Facilitate the development of effective group practice in health and social care or children and young people's setting	5	6	42
H/506/8164	705	Installation, maintenance and removal of assistive technology in social care	3	2	15
D/506/8163	706	Promote rights and values in assistive technology in social care	3	2	17

Total Qualification Time

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

TQT is comprised of the following two elements:

1) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

2) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the Immediate Guidance or Supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training

Title and level	GLH	TQT
Level 4 Diploma in Adult Care (England)	479	700

2   Centre requirements

Approval

Automatic approval is available for centres offering the:

- 3978-54/4978-54 Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Residential Management) (England)

- 3978-55/4978-55 Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Management) (England)

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

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

Resource requirements

Centre staffing

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.

Existing City & Guilds Centres not currently offering qualifications in this area will need to obtain qualification approval.

Human resources

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

Centre staff may undertake more than one role, eg tutor and assessor or an Internal Quality Assurer, but must never internally quality assure 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.

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 D32/33 or A1 or be working towards A1 **or** be working towards the A1 replacements, eg the City & Guilds 6317 such as:
  - the Level 3 Award in Assessing Competence in the Work Environment **or**
  - the Level 3 Certificate in Assessing Vocational Achievement **or**
  - another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's Qualification Consultant.

Assessors of competence based units may also make assessment decisions on knowledge based units 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 D32/D33 or A1 **or** be working towards one of the following:
  - the A1 replacement qualifications i.e. the City & Guilds 6317 such as
  - 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 QA.

Internal quality assurers

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a 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 an internal verification qualification.

These 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 quality assurer 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

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.

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.

Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

See - Skills for Care and Development Assessment Principles

www.skillsforcare.org.uk

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the What is CASS? and Quality Assurance Standards documents on the City & Guilds website.

Learner entry requirements

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

Age restrictions

The City & Guilds Level 4 Diploma in Adult Care (England) is not approved for learners under 18 years of age. City & Guilds cannot accept any registrations for learners below this age group.

Other legal considerations

Learners working within care services may be legally required to undergo criminal record checks prior to taking up or continuing in employment. Centres and employers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres or employers are uncertain of these requirements. These are usually the responsibility of the employer. The appropriate service regulator identifies any 'fit person' criteria, not the Awarding Body.

Centres are advised that fit persons criteria and work function job specification limitations may impact the learner/learner's ability to generate sufficient and appropriate evidence that meets the learning outcome and assessment criteria in some of the units within this qualification. The completion of a robust initial assessment should aim to highlight any possible issues that will impact on the learner's ability to complete a full qualification.

3 Delivering the qualification

Initial assessment and induction

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

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

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract, a personalised learning plan or a similar document. The following resources are available for these qualifications:

Description	How to access
Fast track approval form	www.cityandguilds.com
Assignments	www.cityandguilds.com

Recording documents

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

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

City & Guilds has developed a set of *recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the qualification webpage.

Although new centres are expected to 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. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4   Assessment

Summary of assessment methods

The units in this qualification are assessed with the portfolio of evidence.

Learners may choose to undertake the following units in two ways:
- portfolio of evidence, using diverse range of assessment methods
- externally set and internally quality assured assignments.

Assessment Types		
Unit	**Title**	**Where to obtain assessment materials**
378	Understand how to support individuals with autistic spectrum conditions	www.cityandguilds.com
393	Understand sensory loss	www.cityandguilds.com
402	Understand theories of relationships and social networks	www.cityandguilds.com

Time constraints
The following must be applied to the assessment of this qualification:
- Centre staff should guide learners to ensure excessive evidence gathering is avoided. Centres finding that assignments are taking longer, should contact their External Quality Assurer for guidance.
- All assignments/tasks must be completed and assessed within the learner's period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

Assessment strategy

Assessment principles
All units must be assessed in line with the **Skills for Care and Development's Assessment Principles**. Assessment decisions for competence based learning outcomes (eg those beginning with 'be able to' must be made by an occupationally competent assessor (please see individual units for specific requirements around the real work environment). Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions. Competence based assessment must include direct observation as the main source of evidence.

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. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based learning outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Definitions

Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:
This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Expert witness:
Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate that they:
• have a working knowledge of the units on which their expertise is based
• are 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 everyday practice of staff
• have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
• can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
• have no conflict of interest in the outcome of the evidence.

Recognition of Prior Learning (RPL)

The City & Guilds policy on RPL can be found at: **Centre document library | City & Guilds (cityandguilds.com)**

5 Units

Availability of units

All units for the Level 4 Diploma in Adult Care (England) can be found in this document.

Unit 143   Work in partnership in health and social care or children and young people's settings

UAN:	A/602/3189
Level:	Level 4
Credit value:	4
GLH:	26
Relationship to NOS:	This unit is linked to M2c
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to implement and promote effective partnership working.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand partnership working

Assessment criteria

The learner can:

1.1   identify the features of effective partnership working
1.2   explain the importance of partnership working with
     a. colleagues
     b. **other professionals**
     c. **others**
1.3   analyse how partnership working delivers better outcomes
1.4   explain how to overcome barriers to partnership working.

Range

Other professionals may include**:**
- workers from other agencies or organisations
- advocates
- independent visitors.

Others may include:
- individuals
- children and young people
- families
- carers
- friends of the individual
- advocates.

Learning outcome

The learner will:

2. Be able to establish and maintain working relationships with colleagues

Assessment criteria

The learner can:

2.1 explain own role and responsibilities in working with colleagues
2.2 develop and agree common objectives when working with colleagues
2.3 evaluate own working relationship with colleagues
2.4 deal constructively with any conflict that may arise with colleagues.

Learning outcome

The learner will:

3. Be able to establish and maintain working relationships with other professionals

Assessment criteria

The learner can:

3.1 explain own role and responsibilities in working with other professionals
3.2 develop procedures for effective working relationships with **other professionals**
3.3 agree common objectives when working with **other professionals** within the boundaries of own role and responsibilities
3.4 evaluate procedures for working with other professionals
3.5 deal constructively with any conflict that may arise with other professionals.

Range

Other professionals may include:
- workers from other agencies or organisations
- advocates
- independent visitors.

Learning outcome

The learner will:

4. Be able to work in partnership with others

Assessment criteria

The learner can:

4.1   analyse the importance of working in partnership with others

4.2   develop procedures for effective working relationships with **others**

4.3   agree common objectives when working with **others** within the boundaries of own role and responsibilities

4.4   evaluate procedures for working with others

4.5   deal constructively with any conflict that may arise with others.

Range

Others may include:
- individuals
- children and young people
- families
- carers
- friends of the individual
- advocates.

Unit 311   Provide support to maintain and develop skills for everyday life

UAN:	L/601/8028
Level:	Level 3
Credit value:	4
GLH:	28
Relationship to NOS:	This unit is linked to HSC3003
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
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.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the context of supporting skills for everyday life

Assessment criteria

The learner can:

1.1   compare methods for developing and maintaining skills for everyday life
1.2   analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life
1.3   explain how maintaining, regaining or developing skills can benefit individuals.

Range

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 provide agreed support to develop or maintain skills, in a way that promotes **active participation**
3.2 give positive and constructive feedback to the individual during activities to develop or maintain their skills
3.3 describe actions to take if an individual becomes distressed or unable to continue.

Range

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1   work with an individual and others to agree criteria and processes for evaluating support
4.2   carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
4.3   agree revisions to the plan
4.4   record and report in line with **agreed ways of working.**

Range

Agreed ways of working will include policies and procedures where these exist.

Unit 316   **Support individuals to access and use services and facilities**

UAN:	F/601/7927
Level:	Level 3
Credit value:	4
GLH:	25
Relationship to NOS:	This unit is linked to HSC 3013
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Range

Services and facilities may include:
- services provided within an individual's home
- services to enable an individual to meet their social care needs
- community facilities.

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

Information to be challenged may include information that is:
- misleading
- inaccurate
- discriminatory
- inaccessible
- excluding individuals.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1 work with an individual to identify a range of services and facilities likely to meet their assessed needs
2.2 agree with an individual their preferred options for accessing services and facilities
2.3 work with an individual to select services or facilities that meet their assessed needs and preferences.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 identify with an individual the resources, support and assistance required to access and use selected services and facilities
3.2 carry out agreed responsibilities to enable the individual to access and use services and facilities
3.3 explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1 work with an individual to evaluate whether services or facilities have met their assessed needs and preferences

4.2 support an individual to provide feedback on their experience of accessing and using services or facilities

4.3 work with an individual to evaluate the support provided for accessing and using services or facilities

4.4 identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities.

Unit 322   Support individuals to access housing and accommodation services

UAN:	K/601/7906
Level:	Level 3
Credit value:	4
GLH:	24
Relationship to NOS:	This unit is linked to HSC 3027
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
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.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand support available to access housing and accommodation services

Assessment criteria

The learner can:

1.1 identify sources of funding and benefits that are available for housing and accommodation services
1.2 analyse the range of housing and accommodation services available
1.3 explain how and where to access specialist information and advice about housing and accommodation services.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1   work with an **individual** to identify their accommodation requirements
2.2   work with the individual to understand the range of accommodation services that could meet their needs
2.3   support the individual to understand requirements that may be made by housing and accommodation services.

Range

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1   work with the individual and others to agree a **plan** for accessing housing and accommodation services
3.2   establish with an individual which housing and accommodation services will be approached.

Range

A **plan** may include:
- realistic and achievable goals
- actions the individual will take
- the level and type of support required
- roles and responsibilities
- timescales
- how and when progress towards goals will be reviewed.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

5.1   provide housing and accommodation services with information about own role and responsibilities
5.2   demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

6.1   work with the individual and **others** to:
   a.   monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences
   b.   identify any additional support needed
6.2   consult with others about any problems and proposed solutions
6.3   record and report on the review in line with **agreed ways of working**.

Range

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 368	**Understand the administration of medication to individuals with dementia using a person centred approach**

UAN:	K/601/9199
Level:	Level 3
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to DEM 305
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	This unit is about knowledge and understanding of individuals who may have specific needs for receiving medication because of their experience of dementia. Learners will develop their knowledge of these medication requirements. This unit does not confirm competence.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1 describe person-centred ways of administering medicines whilst adhering to **administration** instructions

2.2 explain the importance of advocating for an individual with dementia who may be prescribed medication.

Range

Administering may include:
- fitting with the routines of the individual
- meeting the preferences of the individual (tablets/solutions)
- enabling techniques
- self-administration.

Unit 375   Understand positive risk taking for individuals with disabilities

UAN:	J/601/6293
Level:	Level 3
Credit value:	3
GLH:	25
Relationship to NOS:	This unit is linked to LD 305
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit promotes a positive, person-centred approach to risk taking for individuals with disabilities and emphasises the importance of working in partnership to support individuals to take risks. It provides the opportunity to reflect on difficulties and dilemmas commonly encountered when addressing issues of risk, in the context of the legal and policy frameworks.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

1.1   explain ways in which risk is an integral part of everyday life
1.2   explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks
1.3   describe the links between risk-taking and responsibility, empowerment and social inclusion.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1 explain the process of developing a positive person-centred approach to risk assessment
2.2 explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
2.3 explain how a service focused approach to risk assessment would differ from a person-centred approach
2.4 identify the consequences for the **individual** of a service focused approach to risk-assessment.

Range

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1 analyse why individuals with disabilities may be at risk of different forms of **abuse**, exploitation and harm in different areas of their lives
4.2 explain how to support individuals to recognise and manage potential risk in **different areas of their lives**
4.3 explain the importance of balancing the choices of the individual with their own and **others'** health and safety
4.4 describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks
4.5 explain the importance of recording all discussions and decisions made.

Range

Abuse may include the following types:
- physical abuse
- sexual abuse
- emotional/psychological abuse
- financial abuse
- institutional abuse
- self neglect
- neglect by others.

Different areas of their lives may include; in public places, in activities on-line, of social activities at home and in other private spaces, and of disclosing personal and financial information.

Others may include:
- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 378 **Understand how to support individuals with autistic spectrum conditions**

UAN:	T/601/5317
Level:	Level 3
Credit value:	3
GLH:	28
Relationship to NOS:	This unit is linked to LD 310
Endorsement by a sector or regulatory body:	This unit is endorsed by the Skills for Care.
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.
Assessment	Assignment

Learning outcome:

The learner will:

1. Understand the main characteristics of autistic spectrum conditions

Assessment criteria

The learner can:

1.1 explain why it is important to recognise that each person on the autistic spectrum has their own **individual** abilities, needs, strengths, gifts and interests

1.2 analyse the main diagnostic features of autistic spectrum conditions, commonly known as the 'triad of impairments'

1.3 explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum

1.4 describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition

1.5 describe other conditions that may be associated with the autistic spectrum

1.6 describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum.

Range

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1 describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them

2.2 explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment

2.3 explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families

2.4 describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition.

Learning outcome

The learner will:

3. Understand different theories and concepts about autism

Assessment criteria

The learner can:

3.1 explain theories about autism related to:
    a. brain function and genetics
    b. psychology

3.2 explain why there are alternative choices of terminology used to describe the autism spectrum

3.3 describe the strengths and limitations of different types of terminology

3.4 explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition

3.5 outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis

3.6 explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1 identify what legislation and national and local policy and guidance exists

4.2 explain what individuals or situations the legislation, national and local policy and guidance applies to

4.3   explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

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 382   Principles of self-directed support

UAN:	M/601/7048
Level:	Level 3
Credit value:	3
GLH:	26
Relationship to NOS:	This unit is linked to LD 314K
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The unit provides the knowledge and understanding required to support an individual to direct their own support.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1.   Understand self-directed support

Assessment criteria

The learner can:

1.1   explain the principles underpinning **self-directed support** and how this differs from traditional support
1.2   explain the benefits of an **individual** having self-directed support
1.3   explain how **legislation, policy or guidance** underpin self-directed support
1.4   explain what the following terms mean:
    a. indicative allocation
    b. supported self assessment
    c. support plan
    d. outcome focused review
1.5   outline the possible barriers to self-directed support.

Range

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.

Learning outcome

The learner will:

2. Understand how to support an individual to direct their own support and develop their support plan

Assessment criteria

The learner can:

2.1 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
2.2 explain how individuals can direct their own support if they do not have a personal budget
2.3 explain how person-centred planning can be used to inform a support plan
2.4 explain the roles of **others** who can assist individuals in developing their support plan
2.5 describe different ways that individuals can develop a support plan
2.6 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
2.7 describe what might be included in the costings for a support plan.

Range

Person-centred thinking is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.

Others may include:
*   families, friends or carers
*   social workers
*   brokers
*   peer support
*   voluntary user-led organisations
*   independent support brokerage.

Learning outcome

The learner will:

3. Understand the different ways that people can use their personal budget

Assessment criteria

The learner can:

3.1 explain the different ways that individuals can use their personal budget to buy support
3.2 research innovative ways that individuals can spend their personal budget other than buying social care services
3.3 explain what restrictions may be imposed on personal budgets
3.4 describe the criteria that are used to sign off a support plan
3.5 describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe.

Learning outcome

The learner will:

4. Understand the outcome focused review process

Assessment criteria

The learner can:

4.1 explain the process of an outcome focused review
4.2 explain how to enable someone to prepare for their outcome focused review

Unit 387　Understand the impact of Acquired Brain Injury on individuals

UAN:	Y/601/6167
Level:	Level 3
Credit value:	3
GLH:	28
Relationship to NOS:	This unit is linked to PD OP 33
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	The aim of the unit is to acquire knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand Acquired Brain Injury

Assessment criteria

The learner can:

1.1　define acquired brain injury
1.2　describe possible causes of acquired brain injury
1.3　explain the difference between a traumatic brain injury and other forms of acquired brain injury
1.4　describe brain injuries that are:
   a.　mild
   b.　moderate
   c.　severe.

Learning outcome

The learner will:

2.   Understand the impact on individuals of Acquired Brain Injury

Assessment criteria

The learner can:

2.1   discuss initial effects of Acquired Brain Injury on the **individual**
2.2   explain the long term effects of Acquired Brain Injury to include:
   a.   physical
   b.   **functional**
   c.   cognitive
   d.   behavioural effects
2.3   explain the **concepts of loss** in relation to Acquired Brain Injury for individuals and carers.

Range

The **individual** is the person requiring support. An advocate may need to act on behalf of an individual.

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

Concepts of loss – consider stages of grief as outlined by Elizabeth Kublar Ross and Warden.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1   define dysphasia and dysarthria
3.2   explain the effects of dysphasia and dysarthria on communication
3.3   compare the different techniques required to support an individual with dysphasia and dysarthria
3.4   evaluate different intervention strategies and assistive tools that support communication.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Range

Personality changes:
- irritability
- disinhibited behaviour
- frustration
- loss of social skills
- lack of self awareness.

Self awareness – ability to understand the impact of behaviour on others.

Carers:
- spouse/partner
- child
- parent
- sibling
- friend.

Learning outcome

The learner will:

5. Understand the impact of challenging behaviour

Assessment criteria

The learner can:

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

Range

Challenging behaviour:
- physical attack
- threatening language
- sexual disinhibition.

Measures – actions required to manage risk eg:
- policies
- supervision
- support from colleagues
- make a risk assessment
- risk management plan.

Unit 393   Understand sensory loss

UAN:	M/601/3467
Level:	Level 3
Credit value:	3
GLH:	21
Relationship to NOS:	This unit is linked to SSMU 3.1
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss.
Assessment	Assignment

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

1.1   analyse how a range of factors can impact on individuals with sensory loss
1.2   analyse how societal attitudes and beliefs impact on individuals with sensory loss
1.3   explore how a range of factors, societal attitudes and beliefs impact on service provision.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1   explain the methods of communication used by individuals with:
    a. sight loss
    b. hearing loss
    c. deafblindness
2.2   describe how the environment facilitates effective communication for people with sensory loss
2.3   explain how effective communication may have a positive impact on lives on individuals with sensory loss.

Learning outcome

The learner will:

3. Understand the main causes and conditions of sensory loss

Assessment criteria

The learner can:

3.1   identify the main causes of **sensory loss**
3.2   define congenital sensory loss and acquired sensory loss
3.3   identify the demographic **factors** that influence the incidence of sensory loss in the population.

Range

Sensory Loss could include:
- sight loss
- hearing loss
- deafblindness.

Factors could include:
- communication
- information
- familiar layouts and routines
- mobility.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1   identify the indicators and signs of:
    a. sight loss
    b. hearing loss
    c. deafblindness
4.2   explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status
4.3   identify sources of support for those who may be experiencing onset of sensory loss.

Unit 401   Support the development of community partnerships

UAN:	M/601/9494
Level:	Level 4
Credit value:	5
GLH:	33
Relationship to NOS:	This unit is linked to HSC 3007
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the role of community partnerships

Assessment criteria

The learner can:

1.1 explain the concept of community partnerships
1.2 analyse the benefits of community partnerships
1.3 describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships.

Learning outcome

The learner will:

2.   Be able to identify where community partnerships could inform and support practice

Assessment criteria

The learner can:

2.1   work with **others** to identify needs that could be met through community partnerships
2.2   gather and disseminate information about existing community partnerships that may meet identified needs
2.3   contribute to evaluating information about existing community partnerships and identifying gaps
2.4   work with others to determine how a community partnership could fill a gap in provision.

Range

Others may include:
- individuals
- families and friends of individuals
- colleagues within the organisation
- colleagues outside the organisation.

Learning outcome

The learner will:

3.   Be able to bring people together to set up community partnerships

Assessment criteria

The learner can:

3.1   identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision
3.2   disseminate information about the proposed partnership to those identified
3.3   invite participation in the proposed partnership.

Learning outcome

The learner will:

4. Be able to support the setting up of community partnerships

Assessment criteria

The learner can:

4.1 gather information about good practice from partnerships with similar purposes
4.2 gather information on potential costs and sources of funding for the partnership
4.3 provide information gathered to potential members of the partnership
4.4 work with others to agree:
    a. membership of the partnership
    b. aims and objectives
    c. **roles and responsibilities**
    d. activities and practices.

Range

Roles and responsibilities may include:
- contribution of resources
- commitment of time
- allocation of tasks.

Learning outcome

The learner will:

5. Be able to contribute to the running of community partnerships

Assessment criteria

The learner can:

5.1 carry out own responsibilities to support the purpose of the partnership
5.2 support the community partnership to **operate effectively**
5.3 describe ways to support the partnership when a member disengages.

Range

Operating effectively will include:
- working inclusively
- respecting and valuing all members
- supporting members to participate
- abiding by agreements
- resolving conflicts.

Learning outcome

The learner will:

6. Be able to contribute to the review of community partnerships

Assessment criteria

The learner can:

6.1   support members of the partnership to monitor its activities
6.2   support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives
6.3   contribute to evaluating the partnership
6.4   contribute to agreeing changes to the partnership's practice.

Unit 402   Understand theories of relationships and social networks

UAN:	Y/601/8579
Level:	Level 4
Credit value:	3
GLH:	29
Relationship to NOS:	This unit is linked to HSC 3021
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge required to understand supportive relationships and social networks.
Assessment	Assignment

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

1.1   compare key principles of relationship theories
1.2   analyse ways in which an understanding of relationship theories can enhance health and social care practice.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1   describe the benefits of supportive relationships and social networks for an individual's well-being and self esteem
2.2   describe the possible impact of difficult or dysfunctional relationships on an individual's well-being and self esteem
2.3   analyse the features of supportive relationships and dysfunctional relationships.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1   explain the processes involved in the development, maintenance and breakdown of relationships

3.2   analyse how the development, maintenance and breakdown of relationships can be influenced by:
   a. social factors
   b. economic factors
   c. cultural factors
   d. psychological factors
   e. physical factors.

| **Unit 403** | **Support individuals to access and manage direct payments** |

UAN:	H/601/7905
Level:	Level 4
Credit value:	6
GLH:	40
Relationship to NOS:	This unit is linked to HSC 3024
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage direct payments.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the role of direct payments

Assessment criteria

The learner can:

1.1   explain the purpose of direct payments
1.2   explain how direct payments relate to legislation and policies for providing care and support
1.3   identify the range of services for which direct payments may be used.

Learning outcome

The learner will:

2. Be able to support individuals to decide whether to use direct payments

Assessment criteria

The learner can:

2.1 identify sources of information and advice about using direct payments
2.2 provide information and advice about direct payments in a way that is accessible to an **individual** and **others**
2.3 access specialist guidance about using direct payments
2.4 work with the individual and others to decide:
    a. whether a direct payment would be beneficial in meeting the individual's needs
    b. the level and type of support needed to manage the direct payment.

Range

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.

Learning outcome

The learner will:

3. Be able to provide support to select services to be purchased with direct payments

Assessment criteria

The learner can:

3.1 provide accessible information about services that are likely to meet the individual's needs
3.2 work with the individual and others to select support that meets their needs within resources available
3.3 support the individual to check and understand documents produced by service providers selected.

Learning outcome

The learner will:

4. Be able to provide support for completing paperwork associated with direct payments

Assessment criteria

The learner can:

4.1 contribute to completing paperwork to apply for direct payments, in a way that promotes **active participation**
4.2 support the individual to make payments for services purchased, in a way that promotes active participation
4.3 contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation.

Range

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

Learning outcome

The learner will:

5. Be able to understand how to address difficulties, dilemmas and conflicts relating to direct payments

Assessment criteria

The learner can:

5.1 explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments
5.2 identify practical difficulties and conflicts that may arise in relation to direct payments
5.3 describe strategies to resolve or minimise such difficulties, dilemmas and conflicts.

Learning outcome

The learner will:

6. Be able to contribute to reviewing the support provided through direct payments

Assessment criteria

The learner can:

6.1 agree with the individual how the support they purchase will be evaluated
6.2 work with the individual and others to evaluate the support they have purchased
6.3 agree any changes needed to the support purchased
6.4 provide feedback to organisations about the support purchased.

Learning outcome

The learner will:

7. Be able to contribute to reviewing the management of direct payments

Assessment criteria

The learner can:

7.1 work with the individual and others to review the management of the direct payment
7.2 agree any changes to the type and level of support needed for managing a direct payment
7.3 provide feedback to people and organisations about the management of the individual's direct payment.

Unit 404 Identify the physical health needs of individuals with mental health needs and plan appropriate actions

UAN:	A/601/9174
Level:	Level 4
Credit value:	5
GLH:	35
Relationship to NOS:	This unit is linked to HSC 3055
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	This unit applies to anyone responsible for identifying the physical health needs of individuals with mental health needs and determining courses of action to promote their physical health.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand how to assess the physical health needs of individuals with mental health needs

Assessment criteria

The learner can:

1.1 analyse how physical and mental health needs may be linked and may impact on one another
1.2 describe needs-led assessment and person-centred planning
1.3 describe legislation, policies and procedures that apply to the assessment process.

Learning outcome

The learner will:

2. Be able to carry out assessments of the physical health needs of individuals with mental health needs

Assessment criteria

The learner can:

2.1 obtain **valid consent**
2.2 carry out an assessment of an individuals' physical health needs in line with **agreed ways of working**
2.3 communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
2.4 explain why it is important to consider all information gathered during the assessment process as a whole
2.5 identify where the outcomes of the assessment require further advice, investigation or referral.

Range

Valid consent must be in line with agreed UK country definition.

Agreed ways of working will include policies and procedures where these exist.

Learning outcome

The learner will:

3. Be able to record the outcome of assessments

Assessment criteria

The learner can:

3.1 record assessments in line with agreed ways of working
3.2 explain why agreement on sharing of information with others may conflict with the wishes of the individual
3.3 discuss the content of the assessment records with the individual.

Learning outcome

The learner will:

4. Be able to plan actions needed following physical health assessments

Assessment criteria

The learner can:

4.1 describe the actions that could be taken to meet the individual's needs identified by the assessment
4.2 identify the risks attached to various courses of action
4.3 plan actions to be taken in line with agreed ways of working.

Learning outcome

The learner will:

5. Be able to identify resources and services needed by individuals following physical health assessments

Assessment criteria

The learner can:

5.1   identify the resources and/or services required by the individual as a result of the assessment
5.2   give an example of a situation where an individual's needs should be met even when it is difficult to secure resources.

Learning outcome

The learner will:

6. Be able to make referrals

Assessment criteria

The learner can:

6.1   obtain and record valid consent where referral is required
6.2   make referrals in line with agreed ways of working
6.3   describe why a referral may be refused.

Unit 405　　　　　**Work with families, carers and individuals during times of crisis**

UAN:	F/601/9029
Level:	Level 4
Credit value:	5
GLH:	35
Relationship to NOS:	This unit is linked to HSC 3057
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit is aimed at health & social care workers working with individuals and their carers and families in times of crisis, to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis

Assessment criteria

The learner can:

1.1　describe current legislation relevant to risk assessment and risk management
1.2　describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider
1.3　explain the different types of support and intervention available to individuals, carers and families in times of crisis
1.4　explain the **factors** that influence the kinds of support offered.

Range

Factors include:
- economic and social factors
- any illnesses which the individual may have
- risk assessment
- restrictions which may apply under legislation.

Learning outcome

The learner will:

2. Be able to develop risk management strategies when working with individuals, carers and families in times of crisis

Assessment criteria

The learner can:

2.1 assess the risk of crisis situations occurring

2.2 encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy

2.3 provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy

2.4 formulate a risk management strategy using risk assessments

2.5 ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties

2.6 complete documentation in line with **agreed ways of working**.

Range

Agreed ways of working will include policies and procedures where these exist.

Learning outcome

The learner will:

3. Be able to respond during times of crisis

Assessment criteria

The learner can:

3.1 evaluate the seriousness and urgency of a request for action

3.2 work with families, carers and individuals to agree the response to a crisis situation

3.3 record and communicate the agreed actions

3.4 implement agreed actions promptly in line with agreed ways of working.

Learning outcome

The learner will:

4. Be able to review the outcomes of requests for action during times of crisis

Assessment criteria

The learner can:

4.1 explain how to conduct a valid, reliable and comprehensive review

4.2 review outcomes of actions taken and decisions made

4.3 analyse the results of the review to inform future risk management strategies and actions to be taken.

Unit 406   Implement the Positive Behavioural Support Model

UAN:	T/601/9738
Level:	Level 4
Credit value:	8
GLH:	61
Relationship to NOS:	This unit is linked to HSC 3065
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
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.
Assessment	Portfolio of evidence
	Learning outcomes 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess 6.2, 8.5 and 9.5 if real work assessment is not possible.

Learning outcome:

The learner will:

1. Understand the context of the Positive Behavioural Support model

Assessment criteria

The learner can:

1.1   explain how **Positive Behavioural Support** has been influenced by:
   a. **Applied Behaviour Analysis (ABA)**
   b. **Social Role Valorisation (SRV)**
1.2   summarise current legislation and policy guidance relating to Positive Behavioural Support.

Range

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.

Learning outcome

The learner will:

2.   Understand the term 'challenging behaviour'

Assessment criteria

The learner can:

2.1   define the term '**challenging behaviour'**
2.2   explain the reasons for the term challenging behaviour coming into use
2.3   analyse key **factors** that lead to a behaviour being defined as challenging.

Range

Challenging behaviour may include behaviours that are:
- repetitive / obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive.

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

Learning outcome

The learner will:

3. Understand the context in which challenging behaviour occurs

Assessment criteria

The learner can:

3.1   summarise key **environmental risk factors** for challenging behaviours
3.2   explain how slow and fast **triggers** contribute to challenging behaviour
3.3   analyse the role of **reinforcement** in maintaining behaviour
3.4   explain the **time intensity model**.

Range

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

Triggers are factors that make challenging behaviours more likely to occur. They include:
- Slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed.
- Fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate.

Reinforcement strengthens behaviour and is of two types – positive and negative. Positive reinforcement works because individuals gain access to things or events that they like or want while negative reinforcement works because individuals get rid of things that they don't like.

Time intensity model
The stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.

Learning outcome

The learner will:

4. Be able to contribute to the functional analysis in relation to an individual's challenging behaviour

Assessment criteria

The learner can:

4.1 describe the key components of functional analysis
4.2 explain the key methods of analysing behaviour
4.3 complete accurate records of behaviour using a **structured method**
4.4 identify environmental risk factors for an individual's challenging behaviour
4.5 identify possible slow and fast triggers for an individual's challenging behaviour
4.6 identify factors that may contribute to reinforcement of an individual's challenging behaviour
4.7 evaluate the importance of **functional analysis** in effective person centred behavioural intervention for individuals.

Range

Structured methods

Measures for monitoring and recording behaviour; may include:
- ABC charts
- scatterplots
- incident forms
- behaviour monitoring forms
- direct observation.

Functional analysis

The process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures.

Learning outcome

The learner will:

5. Understand the key characteristics of Positive Behavioural Support

Assessment criteria

The learner can:

5.1 describe the key characteristics of Positive Behavioural Support
5.2 explain the role within Positive Behavioural Support of:
    a. **primary prevention** strategies
    b. **secondary prevention** strategies
    c. **non aversive reactive strategies**
5.3 explain the importance of **social validity** in the Positive Behavioural Support model.

Range

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.

Learning outcome

The learner will:

6. Be able to implement primary prevention strategies

Assessment criteria

The learner can:

6.1 summarise the key primary prevention strategies
6.2 implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice
6.3 explain the importance of effective communication and **positive interaction** in primary prevention for individuals
6.4 positively interact with an individual by providing the **level of help** and reinforcement that enables them to participate in an activity
6.5 use effective communication with an individual to promote positive behaviour

6.6   evaluate the social validity of an agreed primary prevention strategy for an individual.

Range

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.

Learning outcome

The learner will:

7.   Be able to use a person centred approach to develop plans that promote participation

Assessment criteria

The learner can:

7.1   explain how **Active Support** can help prevent challenging behaviour by improving an individual's quality of life
7.2   analyse the role of structure and daily planning in primary prevention for individuals
7.3   **review** an individual's daily activities to identify areas for increasing participation and choice
7.4   review an individual's routine to identify opportunities for increasing participation and choice
7.5   develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task
7.6   work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities.

Range

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.

Learning outcome

The learner will:

8.   Be able to implement secondary prevention strategies

Assessment criteria

The learner can:

8.1   summarise key secondary prevention strategies
8.2   explain when secondary prevention strategies should be used with individuals
8.3   identify early warning signs of behavioural agitation in an individual
8.4   identify possible secondary prevention strategies that may be used with an individual

8.5 implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences.

Learning outcome

The learner will:

9. Be able to implement non aversive reactive strategies

Assessment criteria

The learner can:

9.1 explain when reactive strategies should be used with individuals
9.2 describe the key characteristics and types of reactive strategies
9.3 assess the risks in the use of reactive strategies
9.4 identify possible reactive strategies that may be used for an individual
9.5 implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
9.6 establish an individual's preferred **post–incident support**
9.7 identify own preferred post-incident support.

Range

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.

Learning outcome

The learner will:

10. Be able to understand and implement positive Behavioural Support Plans

Assessment criteria

The learner can:

10.1 explain the purpose and importance of **Positive Behaviour Support Plans** for individuals
10.2 identify the key components of a positive Behaviour Support Plan for individuals
10.3 implement agreed procedures in an individual's Positive Behavioural Support Plan
10.4 contribute to the review of an individual's Positive Behavioural Support Plan.

Range

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 408   Support individuals in the use of assistive technology

UAN:	J/601/3541
Level:	Level 4
Credit value:	4
GLH:	32
Relationship to NOS:	This unit is linked to SS OP 3.4
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support the use of assistive technology.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the range, purpose and effectiveness of assistive technology available to support individuals

Assessment criteria

The learner can:

1.1 research the range and purpose of assistive technology that is available to support individuals in own area of work
1.2 investigate the effectiveness of the most commonly used assistive technology in own area of work
1.3 explain how assistive technology can have a positive impact on the **well being** and quality of life of individuals.

Range

Well-being eg:
- emotional
- psychological
- physical.

Learning outcome

The learner will:

2. Be able to support the selection of assistive technology with individuals

Assessment criteria

The learner can:

2.1 explain own role and the roles of others in the provision of assistive technology for individuals
2.2 support an individual to access specialist information and support about assistive technology
2.3 support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
2.4 support an individual to select assistive technology to meet their needs and preferences.

Learning outcome

The learner will:

3. Be able to support the use of assistive technology aids with an individual

Assessment criteria

The learner can:

3.1 prepare the environment to support the use of assistive technology with an individual
3.2 support the use of assistive technology following instructions or guidelines within boundaries of own role
3.3 record the use of assistive technology following procedures or agreed ways of working
3.4 explain when and to whom referrals for maintenance or repair would be made.

Learning outcome

The learner will:

4. Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes

Assessment criteria

The learner can:

4.1 review the effectiveness of assistive technology against identified outcomes with individuals and / or **others**
4.2 provide feedback to **others** on the use of assistive technology
4.3 revise plans to use assistive technology to achieve identified outcomes with individuals and / or **others**
4.4 evaluate own practice in using assistive technology to meet identified outcomes
4.5 adapt own practice to support the needs of the individual.

Range

Others could include:
- other professionals
- carers / family members

- advocates
- colleagues.

Unit 409   Support individuals to access education, training or employment

UAN:	H/601/3546
Level:	Level 4
Credit value:	4
GLH:	31
Relationship to NOS:	This unit is linked to SS OP 3.7
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
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.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the value of engagement in training, education or employment for individuals

Assessment criteria

The learner can:

1.1   explain why engagement in education, training or employment opportunities can have a positive impact on the **well being** and quality of life of individuals.

Range

Well being eg:
- emotional
- psychological
- physical.

Learning outcome

The learner will:

2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment

Assessment criteria

The learner can:

2.1 outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
2.2 explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment
2.3 identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities.

Learning outcome

The learner will:

3. Understand the support available to individuals accessing education, training or employment

Assessment criteria

The learner can:

3.1 identify the range of agencies that provide support to individuals accessing education, training or employment
3.2 clarify the support provided by the various agencies

Learning outcome

The learner will:

4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences

Assessment criteria

The learner can:

4.1 work with individuals to identify the education, training or employment opportunities taking account of their:
   - a. aspirations
   - b. skills and abilities
   - c. interests
   - d. experience
   - e. qualifications
   - f. support needs
   - g. preferred career pathway
   - h. personal circumstances
   - i. language / communication needs
4.2 work with the individual and / or **others** to source accessible information on education, training or employment opportunities
4.3 support the individual to select preferred education, training or employment

4.4   support the individual to complete applications to access education, training or employment

4.5   support the individual to prepare for interview or selection for education, training or employment.

Range

Others could include:
- other professionals
- specialist employment agencies
- careers services
- job coach
- learning providers
- employers
- carers / family members
- advocates
- colleagues.

Learning outcome

The learner will:

5.   Be able to support individuals to undertake education, training or employment

Assessment criteria

The learner can:

5.1   outline own role and role of **others** in providing support to an individual to undertake education, training or employment

5.2   work with the individual and / or **others** to identify assistive technology; resources and support that may be needed to undertake education, training or employment.

Range

Others could include:
- other professionals
- specialist employment agencies
- careers services
- job coach
- learning providers
- employers
- carers / family members
- advocates
- colleagues.

Learning outcome

The learner will:

6.   Be able to evaluate engagement in education, training or employment

Assessment criteria

The learner can:

6.1   review with the individual and / or **others** how well the education, training or employment opportunity has met expectations and identified outcomes

6.2   review with the individual and / or **others** the continued support required to undertake education, training or employment

6.3   agree with the individual and / or **others** adjustments to be made to education, training or employment arrangements to meet individual needs and preferences.

Range

Others could include:
- other professionals
- specialist employment agencies
- careers services
- job coach
- learning providers
- employers
- carers / family members
- advocates
- colleagues.

Unit 410   Advanced communication skills

UAN:	L/506/6053
Level:	Level 4
Credit value:	4
GLH:	27
Relationship to NOS:	This unit is linked to SHC 41
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit enables the learner to develop advanced communication skills whilst working with individuals and others.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand communication needs and factors affecting them

Assessment criteria

The learner can:

1.1   analyse different models of communication
   a. Transactional analysis
   b. Lasswell's
1.2   analyse why **individuals** communicate
1.3   analyse how models of communication can meet the individual's personal needs, wishes and preferences
1.4   explain how barriers to communication may be overcome:
   a. physical
   b. social
   c. environment
   d. emotional
1.5   analyse the effects on an individual of ineffective communication.
1.6   explain how independent advocacy can help to meet communication needs and the circumstances in which it might be required.

Range

An **individual** is someone who requires care or support.

Learning outcome

The learner will:

2. Understand how to support the use of assistive technology to enhance communication

Assessment criteria

The learner can:

2.1 discuss the role of **assistive technology** in supporting individuals to communicate
2.2 describe types of support that an individual may need in order to use assistive technology
2.3 describe the specialist services relating to assistive technology
2.4 explain how to ensure that communication equipment is:
   a. fit for purpose
   b. correctly set up and working
   c. able to be used by the individual.

Range

Assistive technology refers to equipment, electronic systems and digital software or devices designed to augment and assist communication. These may include items such as:
- hearing aids
- light board display systems
- eye tracker systems
- speech generation devices
- communication apps.

Learning outcome

The learner will:

3. Be able to interact with individuals

Assessment criteria

The learner can:

3.1 work in partnership with the individual and **others** to identify their preferred methods of communication
3.2 use agreed methods of communication to interact with the individual
3.3 interact with an individual using:
   a. active listening
   b. reflective listening
3.4 monitor the individual's responses during and after the interaction to check the effectiveness of communication.

Range

Others may include:
- carers
- families
- friends
- care and support workers.

Learning outcome

The learner will:

4.   Be able to convey information to individuals and others

Assessment criteria

The learner can:

4.1   use **formats** that enable an individual and others to understand the information conveyed
4.2   assess an individual's understanding of information conveyed.

Range

Formats may include:
- verbal
- written
- web based
- using specific aids
- braille
- large print.

Learning outcome

The learner will:

5.   Understand the importance of confidentiality in interactions with individuals

Assessment criteria

The learner can:

5.1   analyse legal and ethical tensions between maintaining confidentiality and sharing information
5.2   analyse the implications of assistive technology for maintaining confidentiality for the individual.

Unit 411　　Personal development in health, social care or children's and young people's settings

UAN:	J/506/7623
Level:	Level 4
Credit value:	4
GLH:	26
Relationship to NOS:	This unit is linked to SHC 42
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to support to people who are providing support to individuals.
Assessment	Portfolio of evidence Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

1.1　explain the duties and responsibilities of own work role
1.2　explain expectations about own work role as expressed in relevant **standards**
1.3　describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work
1.4　explain why competence includes using own behaviour to model person centred values and practice.

Range

Standards may include:
- codes of practice
- regulations
- minimum standards
- national occupational standards.

Learning outcome

The learner will:

2. Be able to reflect on practice

Assessment criteria

The learner can:

2.1   explain the cyclical process of reflection
2.2   explain the importance of reflective practice in continuously improving the quality of service provided
2.3   reflect on day to day work practice.

Learning outcome

The learner will:

3. Be able to evaluate own performance

Assessment criteria

The learner can:

3.1   evaluate own knowledge, understanding and performance against relevant standards
3.2   use feedback to evaluate own performance and inform development.

Learning outcome

The learner will:

4. Be able to use reflective practice to contribute to personal development

Assessment criteria

The learner can:

4.1   evaluate how learning activities have affected practice
4.2   demonstrate how reflective practice has contributed to improved ways of working
4.3   record progress in relation to personal development.

Learning outcome

The learner will:

5. Be able to agree a personal development plan

Assessment criteria

The learner can:

5.1   use **data** and **information** to plan and review own development
5.2   work with **others** to review and prioritise own:
    a. learning needs
    b. professional interests
    c. development opportunities
5.3   work with others to agree own **personal development plan**

5.4   Take steps to develop own leadership and mentoring skills.

Range

Data may include:
- supervision
- feedback from internal and external sources
- appraisal
- regulatory feedback.

Information may include:
- journals
- internet/websites
- publications
- legislation
- professional bodies.

Others may include:
- service users
- the individual
- carers
- advocates
- supervisor, line manager or employer
- other professionals.

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.

Learning outcome

The learner will:

6.   Be able to use evidence based practice

Assessment criteria

The learner can:

6.1   analyse how evidence based practice can be used to inform your practice
6.2   apply evidence based practice in your practice
6.3   evaluate use of **evidence based practice** in own setting.

Range

Evidence based practice may include:
- formal and informal research
- good practice.

Unit 412   Equality and diversity in health, social care or children's and young people's settings

UAN:	J/506/7119
Level:	Level 4
Credit value:	3
GLH:	21
Relationship to NOS:	This unit is linked to SHC 43
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to support to people who are providing support to individuals
Assessment	Portfolio of evidence Learning outcome 4 must be assessed in a real work environment.

Learning outcome:

The learner will:

1. Understand equality, diversity and inclusion

Assessment criteria

The learner can:

1.1 summarise current **legislation** relating to equality
1.2 evaluate how legislation, codes of practice and policies and procedures relating to equality, diversity and inclusion apply to own work role
1.3 explain the impact on own practice of:
    a. equality
    b. diversity
    c. inclusion
1.4 analyse how barriers to equality impact on **individuals**
1.5 explain the attitudes that may lead to discriminatory behaviour.

Range

Legislation may include:
- Equality Act
- Mental Capacity Act
- Human Rights Act

Individuals are adults, young people or children who use services.

Learning outcome

The learner will:

2. Understand how inclusive practice supports equality and diversity

Assessment criteria

The learner can:

2.1 explain how inclusive practice promotes equality and supports diversity
2.2 analyse how inclusive practice respects the individual's beliefs, culture, values, preferences and life experience
2.3 evaluate principles of inclusive practice.

Learning outcome

The learner will:

3. Understand how to promote equality, diversity and inclusion

Assessment criteria

The learner can:

3.1 explain how to challenge discrimination to promote change
3.2 explain how to support others to promote equality, diversity and inclusion
3.3 evaluate current systems and processes to identify improvements which support equality, diversity and inclusion.

Learning outcome

The learner will:

4. Be able to work in a way that supports equality, diversity and inclusion

Assessment criteria

The learner can:

4.1 use person centred approaches to support equality and diversity
4.2 work with others to promote equality and diversity
4.3 challenge discrimination to promote change
4.4 access resources to support equality and diversity practice
4.5 disseminate information to others relating to equality and diversity
4.6 reflect on own practice in relation to equality and diversity
4.7 Model behaviour that promotes equality, diversity and inclusion.

Unit 413   Facilitate person centred assessment to support the wellbeing of individuals

UAN:	A/506/7120
Level:	Level 4
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to SHC 45
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the assessment processes to support the wellbeing of individuals. This unit covers a range of the key areas of practice that support the implementation of personalisation.
Assessment	Portfolio of evidence
Learning outcomes 2 and 3 must be assessed in a real work environment

Learning outcome:

The learner will:

1.   Understand theories and principles of assessment

Assessment criteria

The learner can:

1.1   critically review theoretical models of **assessment**
1.2   review the effectiveness of **assessment tools** available to support your role
1.3   analyse the effect of legislation and policy on assessment processes
1.4   explain how assessment practice can impact on individuals' lives.

Range

Assessment involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention

Assessment tools may include:
- FACE
- mental health
- learning disability specific
- specialist tools for moving and handling, continence, occupation and activities.

Learning outcome

The learner will:

2. Be able to work in partnership with an individual and others to facilitate person centred assessment

Assessment criteria

The learner can:

2.1 agree with an **individual** and **others** the purpose of the assessment
2.2 agree with an **individual** and **others** the intended outcomes of the assessment
2.3 agree with an **individual** and **others** how the assessment should be carried out and who else should be involved
2.4 ensure that an individual is supported to carry out self-assessment process.

Range

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

Others may include:
- carers
- families
- friends
- care and support workers.

Learning outcome

The learner will:

3. Be able to carry out person centered assessment that promotes social, emotional, cultural, spiritual and intellectual wellbeing

Assessment criteria

The learner can:

3.1 analyse the interrelationship between factors that support an individual's wellbeing
3.2 take account of the strengths and aspirations of an individual in the assessment
3.3 work with an individual and others to assess requirements to support wellbeing:
  a. social
  b. emotional
  c. cultural
  d. spiritual
  e. intellectual
  f. economic
3.4 record the assessment in an agreed format according to organisational policies and procedures.

Unit 414 Facilitate support planning to promote positive outcomes for individuals and to support wellbeing

UAN:	F/506/7121
Level:	Level 4
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to SHC 46
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit enables the learner to develop skills in facilitating support planning to promote positive outcomes for individuals and to support wellbeing.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1.   Understand the theories and principles that underpin outcome based practice

Assessment criteria

The learner can:

1.1   critically review approaches to outcome based practice
1.2   analyse the effect of legislation and policy on outcome based practice
1.3   explain the impact of the Mental Capacity Act on support planning processes
1.4   explain how outcome based practice can impact on an individual's life.

Learning outcome

The learner will:

2. Be able to develop a support plan to meet the identified needs of an individual

Assessment criteria

The learner can:

2.1 support an **individual** to make choices over decisions to meet their identified needs, preferences and wishes
2.2 assist an **individual** to make informed choices about their support plan
2.3 evaluate risks associated with a support plan
2.4 assist an **individual** to understand the risks associated with the choices they make in their support plan
2.5 work in partnership with an **individual** and **others** to identify options, resources and preferences in relation to an assessment
2.6 record a plan according to organisational systems and processes to support information sharing.

Range

An **individual** is someone who requires care or support

Others may include:
- carers
- families
- friends
- care and support workers.

Learning outcome

The learner will:

3. Understand the value of assistive living technology in developing a support plan

Assessment criteria

The learner can:

3.1 analyse everyday situations where assistive technology solutions can be supportive to an individual and others
3.2 analyse **assistive living technology** for an individual in terms of:
   a. benefits
   b. risks
   c. challenges.

Range

Assistive living technology may include electronic:

- sensor mats or pads
- pendants/telecare
- echo box/reminding tool
- key pad entries
- keys with lights
- apps for budgeting/direction finding/instructions
- talking books.

Learning outcome

The learner will:

4. Be able to facilitate the implementation of support plans in partnership with the individual and others

Assessment criteria

The learner can:

4.1 agree how a support plan will be carried out with an individual and others
4.2 agree the roles and responsibilities of those involved to implement the support plan
4.3 ensure implementation of a support plan.

Learning outcome

The learner will:

5. Be able to facilitate a person centered review of support plans in partnership with the individual and other

Assessment criteria

The learner can:

5.1 agree the monitoring process for a support plan:
   a. time
   b. people
   c. budget
   d. compliance with regulators' standards
5.2 use systems, procedures and practices that engage an individual and others in the review process according to agreed ways of working
5.3 review a support plan to include:
   a. feedback from an individual and others
   b. assessed risks
5.4 record review process and outcomes according to organisational systems and procedures to support information sharing.

Unit 415 Understand personalisation in care and support services

UAN:	K/602/6248
Level:	Level 5
Credit value:	4
GLH:	33
Relationship to NOS:	This unit is linked to CPCCS 501
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit is aimed at those whose work involves commissioning, providing or contributing to services for care and support. Learners will develop their understanding of the theory, practice and legislation that underpins the personalisation agenda for care and support services.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the meaning of personalisation in social care and support services

Assessment criteria

The learner can:

1.1 compare the 'professional gift', 'empowerment' and 'rights' models of service provision
1.2 define the terms:
   a. personalised service
   b. self-commissioned service
   c. self-directed support
   d. micro-employer
1.3 analyse the features of personalisation within social care and support services
1.4 explain why the concept of 'outcomes' is central to personalisation
1.5 identify legislative and policy drivers for personalised services.

Learning outcome

The learner will:

2. Understand the systems and processes that support personalisation

Assessment criteria

The learner can:

2.1 describe the impact that personalisation has on the commissioning, funding and delivery of services
2.2 compare the roles of direct payments and individual budgets in supporting personalisation
2.3 explain the role of brokerage in commissioning and delivering personalised services
2.4 describe types of support that **individuals** or their families might need in order to access personalised services.

Range

An **individual** is someone who requires care or support.

Learning outcome

The learner will:

3. Understand where responsibilities lie within self-directed support

Assessment criteria

The learner can:

3.1 explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support
3.2 analyse what responsibilities are held for the delivery and quality of self directed support by:
   a. direct payments recipients
   b. commissioners
   c. social workers/care managers.

Learning outcome

The learner will:

4. Know how to promote personalisation

Assessment criteria

The learner can:

4.1 analyse the attitudes, approaches and skills needed in own role to implement personalisation
4.2 evaluate the impact of personalisation on own role
4.3 propose ways to enhance own contribution to promoting personalisation.

Learning outcome

The learner will:

5. Know how to develop systems and structures for personalisation

Assessment criteria

The learner can:

5.1   evaluate how far systems and structures in own organisation have adapted to personalisation

5.2   describe ways to improve systems and structures to enhance personalisation.

Unit 416　　　　　　Health and safety in health and social care settings

UAN:	M/506/6353
Level:	Level 4
Credit value:	3
GLH:	21
Relationship to NOS:	This unit is linked to HSC 47
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement health and safety in their work setting.
Assessment	Portfolio of evidence Learning outcomes 3, 4 and 5 must be assessed in a real work environment

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

1.1　describe current legislation relating to health and safety in own **work setting**
1.2　explain health and safety **policies and procedures** as agreed with the employer in relation to own role
1.3　explain the health and safety responsibilities of:
    a.　self
    b.　the employer or manager
    c.　**others** in the work setting
1.4　explain **tasks** that should not be carried out in own work setting without specialist training.

Range

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

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

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

Tasks for which special training is required may include:
- use of equipment
- first aid
- medication
- health care procedures
- food handling and preparation.

Learning outcome

The learner will:

2. Understand how to carry out own responsibilities for health and safety

Assessment criteria

The learner can:

2.1   analyse the limits of own role in relation to moving and positioning
2.2   analyse own responsibilities with regard to legislation and policy for:
    a. emergency first aid
    b. food safety
    c. fire safety
    d. risk to own safety
    e. risk to safety of others
    f. prompting of administration of medication
    g. infection prevention and control
    h. hazardous substances
    i. security
2.3   explain procedures to be followed if an accident or sudden illness should occur
2.4   explain how to record and report health and safety incidents.

Learning outcome

The learner will:

3. Be able to work safely in health and social care settings

Assessment criteria

The learner can:

3.1   apply current legislation relating to health and safety in own work setting
3.2   comply with current guidelines for:
    a. hand hygiene
    b. moving and handling equipment or other objects safely
    c. checking the identity of anyone requesting access to the work setting
    d. maintaining evacuation routes
    e. food safety

3.3   Complete health and safety records according to legal and work setting requirements.

Learning outcome

The learner will:

4.   Be able to manage risk

Assessment criteria

The learner can:

4.1   contribute to development of policies, procedures and practices which identify, assess and manage risk
4.2   work with others to assess potential risks
4.3   assess how risk taking impacts on:
     a.   individuals
     b.   the organisation
4.4   work with others to manage risks
4.5   evaluate own practice in leading a balanced approach to risk management.

Learning outcome

The learner will:

5.   Be able to support others to work safely in relation to health and safety

Assessment criteria

The learner can:

5.1   support others to work safely.

Unit 417 Professional practice in health and social care for adults or children and young people

UAN:	A/506/7621
Level:	Level 4
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to LM 401
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
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 purpose of this unit is for workers to analyse the professional practice in these settings.
Assessment	Portfolio of evidence Learning outcome 4 must be assessed in a real work environment

Learning outcome:

The learner will:

1. Understand theories, values, principles and statutory frameworks that underpin practice within health and social care

Assessment criteria

The learner can:

1.1   analyse **theories** that underpin own practice
1.2   analyse how statutory frameworks underpin service provision
1.3   analyse how **values** and principles underpin service provision.

Range

Theories may include:
- human development and growth
- identity and self esteem
- aging
- loss and change
- psychological and sociological perspectives of social issues
- discrimination.

Values may include:
- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership.

Learning outcome

The learner will:

2. Understand how duty of care contributes to safe practice

Assessment criteria

The learner can:

2.1   explain what it means to have a 'duty of care'
2.2   analyse how duty of care contributes to:
    a.   safeguarding of individuals
    b.   supporting individual's rights and choices.

Learning outcome

The learner will:

3. Understand how to address conflicts and dilemmas that may arise between an individual's rights to choice and control and the duty of care

Assessment criteria

The learner can:

3.1   explain why conflicts and dilemmas may arise between the duty of care and an individual's rights
3.2   explain how to manage risks associated with conflicts and dilemmas between an individual's rights and the duty of care
3.3   describe where to get support and advice about managing conflicts and dilemmas.

Learning outcome

The learner will:

4. Be able to apply values, principles and statutory frameworks that underpin service provision in own area of work

Assessment criteria

The learner can:

4.1   comply with statutory frameworks that underpin service provision
4.2   apply values and principles that underpin service provision
4.3   contribute to quality assurance processes to promote positive experiences for individuals using care services

Unit 418 Safeguard children and young people who are present in the adult social care sector

UAN:	A/506/8736
Level:	Level 4
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to P5.2
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the knowledge and skills required to safeguard children and young people. It is for those learners who do not work directly with children, but need to know how to
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the responsibility to safeguard children and young people who are present in an adult social care work setting

Assessment criteria

The learner can:

1.1 explain own responsibility to safeguard children and young people who are present in an adult social care work setting

1.2 explain the responsibility of others to safeguard children and young people who are present in an adult social care work setting.

Learning outcome

The learner will:

2. Be able to develop the understanding of others about safeguarding children and young people

Assessment criteria

The learner can:

2.1 Access information, advice and support to inform knowledge and practice about safeguarding children and young people

2.2 Provide information to others on

a. **indicators** of harm, abuse or neglect
b. actions that need to be taken where there are **safeguarding concerns**.

Range

Indicators may include the signs, symptoms and behaviours associated with harm, abuse or neglect.

Safeguarding concerns will include:
- those identified by self
- those identified by others
- those that are immediate or ongoing concerns.

Learning outcome

The learner will:

3. Understand how to address conflicts and dilemmas associated with safeguarding children and young people

Assessment criteria

The learner can:

3.1 analyse conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult social care setting
3.2 identify actions to take when conflicts and dilemmas about safeguarding arise.

Unit 419   Understand public funding of individual care needs in adult social care

UAN:	M/506/6367
Level:	Level 4
Credit value:	4
GLH:	29
Relationship to NOS:	This unit is linked to HSC 4001
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit provides the opportunity for the learner to develop an understanding of the complex nature of public funding and the legislation governing this.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1.   Understand the welfare benefit system

Assessment criteria

The learner can:

1.1   describe the current legislation relating to the welfare benefits system
1.2   explain eligibility criteria of current means tested benefits
1.3   explain eligibility criteria of current non means tested benefits
1.4   explain how **changes of circumstances** may affect benefit entitlement.

Range

Changes of circumstances may include:
- admission to hospital
- discharge from hospital
- admission to care home
- change in status:
  - housing
  - marital
  - medical
  - physical
  - immigration
  - death

- o income/capital/savings
- o employment
- o imprisonment.

Learning outcome

The learner will:

2. Understand the processes relating to local authority funding for individual care needs

Assessment criteria

The learner can:

2.1   describe current legislation relating to local authority funding
2.2   explain current eligibility criteria
2.3   explain local authority funding levels for care needs
2.4   explain local authority financial assessment processes.

Learning outcome

The learner will:

3. Understand the processes relating to National Health Service (NHS) funding for individual care needs

Assessment criteria

The learner can:

3.1   explain NHS funding eligibility criteria
3.2   explain the process for challenging NHS funding decisions.

Learning outcome

The learner will:

4. Understand ways in which others can manage financial affairs of an individual

Assessment criteria

The learner can:

4.1   explain aspects of the Mental Capacity Act (MCA) 2005 which relate to managing the financial affairs of an individual
4.2   explain the application of:
   - a. Enduring Power of Attorney
   - b. Lasting Power of Attorney
   - c. Court of Protection Deputy
   - d. Department of Work and Pensions Appointee.

Learning outcome

The learner will:

5. Understand how to signpost and refer to professional advice services

Assessment criteria

The learner can:

5.1 explain when to refer to:
   a. financial advice
   b. legal advice
5.2 explain how to refer to specialist:
   a. financial advice
   b. legal advice.

Unit 432   **Manage finance within own area of responsibility in health and social care or children and young people's settings**

UAN:	D/506/7093
Level:	Level 4
Credit value:	4
GLH:	31
Relationship to NOS:	This unit is linked to O42R
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage finance in own area of responsibility in a health and social care or children and young people's setting.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand financial management in own work setting

Assessment criteria

The learner can:

1.1   explain the importance of effective financial management systems within own work setting
1.2   outline sources of funding that are used to construct the budget for own work setting
1.3   outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting.

Learning outcome

The learner will:

2. Be able to plan budget requirements for own area of responsibility

Assessment criteria

The learner can:

2.1   Work with **others** to calculate the financial resources required to meet objectives within own area of responsibility

2.2   Communicate budget requirements within remit of role and responsibility to inform overall budget build

2.3   analyse the impact of an insufficient budget on service delivery

2.4   Work with others to prioritise budget allocation in own area of responsibility.

Range

Others may include:
- individuals and those important to them
- team members
- trustees, owners or other senior decision-makers
- regulators or commissioners.

Learning outcome

The learner will:

3. Be able to manage a budget

Assessment criteria

The learner can:

3.1   explain the financial management systems that are available to monitor a budget for own area of responsibility

3.2   agree roles and responsibilities of others in recording financial expenditure

3.3   calculate planned expenditure over the **financial period**

3.4   monitor actual spend against planned expenditure

3.5   analyse variances between planned and actual expenditure

3.6   implement corrective action to address any variances

3.7   make revisions to the budget to take account of variances and **new developments**.

Range

Financial period may include:
- monthly
- quarterly
- half year
- full year.

New developments may include:
- change to service provision
- external economic factors

- government initiatives
- human resource requirements.

Learning outcome

The learner will:

4. Be able to evaluate financial expenditure within own area of responsibility

Assessment criteria

The learner can:

4.1   review actual expenditure against planned expenditure within a financial period
4.2   report findings from budget reviews
4.3   make recommendations for adjustments for budget planning and management.

Unit 433   Provide information, advice and guidance

UAN:	T/506/6368
Level:	Level 4
Credit value:	4
GLH:	26
Relationship to NOS:	This unit is linked to HSC 4002
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit provides the opportunity for the learner to develop understanding and skills in working to support people to access required information, advice and guidance
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the importance of providing accurate information, advice and guidance in a person centered way

Assessment criteria

The learner can:

1.1   explain the relationship between information, advice and guidance
1.2   explain the importance of respecting different values, diversity, cultures, beliefs, expertise and experience in providing information, advice and guidance
1.3   analyse the risks in supporting individuals and **others** to access information, advice and guidance
1.4   explain why accurate, timely and relevant information, advice and guidance is important
1.5   outline the impact on individuals and others of information, advice and guidance in enabling informed decisions.

Range

Others may include:
- carers
- families
- friends
- care and support workers.

Learning outcome

The learner will:

2. Understand provision of information, advice and guidance in own practice

Assessment criteria

The learner can:

2.1 analyse own role, responsibilities and boundaries in provision of information, advice and guidance

2.2 analyse ethical principles and their impact on own practice.

Learning outcome

The learner will:

3. Be able to provide accurate information advice and guidance using a range of sources

Assessment criteria

The learner can:

3.1 establish requirements for information, advice and guidance with individuals and others

3.2 provide person centred information, advice and guidance to individuals and others

3.3 support individuals and others to access information, advice and guidance from different **sources**

3.4 signpost individuals and others for specialist advice

3.5 discuss any potential risk in information, advice and guidance given with individuals and others

3.6 summarise information, advice and guidance offered

3.7 check the understanding of information, advice and guidance offered

3.8 record information, advice and guidance offered including identified risks in ways agreed by the organisation.

Range

Sources may include:
- leaflets
- libraries
- GP
- advisory agencies
- Internet
- other media sources –eg DVD
- social media.

Learning outcome

The learner will:

4. Be able to review own practice in information, advice and guidance

Assessment criteria

The learner can:

4.1 review how the interaction with individuals and others met their information, advice and guidance needs
4.2 evaluate own knowledge and practice in providing information, advice and guidance
4.3 implement plan to develop own knowledge and practice in providing information, advice and guidance.

Unit 434   Develop and implement reablement plans

UAN:	T/506/6354
Level:	Level 4
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to HSC 4003
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit provides the opportunity for the learner to understand the key principles of reablement and to demonstrate how to develop and implement reablement plans
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand reablement

Assessment criteria

The learner can:

1.1   explain the current legislation relating to reablement
1.2   analyse the evidence base for current policy drivers towards reablement
1.3   explain how the following principles support reablement:
    a. independence
    b. empowerment
    c. personalisation
    d. choice and control
1.4   explore the cultural shift in working to support individuals and their families to learn how to meet their own needs.

Learning outcome

The learner will:

2. Understand the importance of activities of daily living for individuals

Assessment criteria

The learner can:

2.1 explain basic and complex activities of daily living
2.2 explain how activities of daily living support individual roles and identity
2.3 Explore the barriers to activities of daily living:
    a. environmental
    b. social
    c. physical
    d. emotional
    e. sensory impairment
    f. cognitive
    g. finance.

Learning outcome

The learner will:

3. Understand resources available to support reablement

Assessment criteria

The learner can:

3.1 explain a **range of techniques** that can be adopted for successful reablement
3.2 describe how different equipment can be used to support reablement
3.3 explain how technology can support reablement.

Range

Range of techniques may include; pacing; grading; energy conservation; times and lengths of calls; spacing between visits.

Learning outcome

The learner will:

4. Be able to contribute to the development of plans for reablement

Assessment criteria

The learner can:

4.1 work in partnership with individuals and **others** to set outcome focused goals using assessment information
4.2 address barriers identified in reablement plan
4.3 identify resources needed to implement reablement plan
4.4 assess risks associated with the agreed reablement plan
4.5 evaluate positive risk taking when working towards outcomes focused goals
4.6 develop contingency plans to reduce the likelihood of identified risks.

Range

Others may include; carers, families, friends, care workers, colleague, manager, social worker, occupational therapist, GP, speech & language therapist, physiotherapist, pharmacist, nurse, psychologist, admiral nurses, independent mental capacity advocate, community psychiatric nurse, dementia care advisors, advocate, support groups.

Learning outcome

The learner will:

5. Be able to implement reablement plan

Assessment criteria

The learner can:

5.1 enable optimum participation in activities of daily living
5.2 enable learning and engagement with individuals and their families
5.3 work in partnership with individuals and others to monitor progress against the outcome focused goals
5.4 work in partnership with individuals and others to agree any changes to reablement plan
5.5 record agreed changes to reablement plan.

Unit 435   Mentoring in social care

UAN:	J/506/6052
Level:	Level 4
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to HSC 4004
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the mentoring process. This unit covers a range of the key areas of practice.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand own role and responsibilities in relation to mentoring in social care

Assessment criteria

The learner can:

1.1   compare **models** for mentoring
1.2   explain the role of a mentor in social care
1.3   analyse the skills and qualities required for a mentoring role
1.4   analyse how own values, behaviours, attitudes and emotional awareness can impact on a mentoring role
1.5   explain why in a mentoring relationship it is important to establish:
     a. ground rules for engagement
     b. boundaries
     c. responsibilities and autonomy of mentee
1.6   explain the importance of working to ethical and professional standards
1.7   discuss sources of support to deal with issues which are outside of own expertise and authority.

Range

Models may include:
- apprentice model
- competency model
- reflective model.

Learning outcome

The learner will:

2. Understand the use of mentoring in a social care setting

Assessment criteria

The learner can:

2.1   explain legal and organisational requirements relating to:
   a. data protection
   b. privacy
   c. confidentiality
   d. safeguarding and disclosure
2.2   analyse the benefits of mentoring to the organisation
2.3   analyse impacts of mentoring on the learning and development of the mentee.

Learning outcome

The learner will:

3. Understand techniques for establishing a mentoring relationship

Assessment criteria

The learner can:

3.1   compare **techniques** for mentoring
3.2   analyse communication techniques used in mentoring relationships
3.3   examine the role of confidentiality in maintaining mentoring relationships.

Range

Techniques may include:
- establish rapport
- identify points of connection
- clear open discussion
- sharing assumptions, needs, expectations
- discussion re: previous mentoring relationships
- active listening
- reflecting
- summarising
- communication via a range of methods.

Learning outcome

The learner will:

4. Be able to agree goals and outcomes in partnership with the mentee

Assessment criteria

The learner can:

4.1 establish a mentoring agreement with a mentee to include:
   a. ground rules for engagement
   b. boundaries
   c. responsibilities and autonomy of mentee
4.2 agree goals and outcomes with a mentee
4.3 agree processes for recording interactions and progress to support information sharing.

Learning outcome

The learner will:

5. Be able to mentor in social care

Assessment criteria

The learner can:

5.1 plan activities for mentoring based on identified goals and outcomes
5.2 use mentoring techniques in order to maintain a working relationship with the mentee
5.3 use communication techniques that develop the mentoring relationship
5.4 provide constructive feedback to mentee.

Learning outcome

The learner will:

6. Be able to review the progress and achievements of a mentee in partnership with them

Assessment criteria

The learner can:

6.1 review progress with mentees in a way that places the responsibility on the mentee to clarify their own goals and facilitate their achievement
6.2 review **strategies** for motivating mentees
6.3 agree ongoing mentoring support to take place following review
6.4 use reflective feedback from mentees to evaluate own mentoring practice to identify areas for development.

Range

Strategies may include:
- immediate feedback
- use of praise
- regular reporting
- conducive environment
- use of learning models such as:

- andragogical principles
- advance organiser
- learning orientation model.

Unit 436	**Assessment, implementation and review of assistive technology in social care**

UAN:	L/506/8160
Level:	Level 4
Credit value:	4
GLH:	27
Relationship to NOS:	This unit is linked to HSC 4006
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to support the assessment, review and implementation of assistive technology.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand how legislation and regulatory procedures impact on the provision of assistive technology

Assessment criteria

The learner can:

1.1   analyse how **assistive technology** provision is affected by:
   a. legislation
   b. mental capacity
   c. regulatory procedures.

Range

Assistive technology may include:

Electronic eg:
- sensor mats /pads
- pendants / telecare
- echo bot / reminding tool
- key pad entries
- keys with lights
- applications for budgeting / direction finding / instructions
- talking books

Physical eg:

- kettle tippers
- jar openers
- special cutlery /utensils
- key safe box
- stocking aids

Organisational eg:

- iPads /apps /tablets
- PCs /laptops
- video links
- webinars
- software packages

Remotely or virtually operated assistive technology.

Legislation may include:

- Health and Social Care Act
- Health Act
- Care Act
- Mental Capacity Act
- Mental Health Act
- Safeguarding Vulnerable Groups Act
- Data Protection Act
- Freedom of Information Act.

Learning outcome

The learner will:

2. Understand how assistive technology can support independent living and individual wellbeing

Assessment criteria

The learner can:

2.1 critically compare assistive technology solutions for each of the following:
   a. communications
   b. wellbeing
   c. employment
   d. finance
   e. keeping safe
   f. travel
   g. social networking
2.2 research developments in assistive technology
2.3 compare how assistive technology can improve outcomes for different **individuals** including:
   a. independence
   b. wellbeing.

Range

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

Learning outcome

The learner will:

3. Be able to carry out assessment for assistive technology

Assessment criteria

The learner can:

3.1 support an individual and **others** to review assistive technology in relation to their:
   a. strengths
   b. needs
   c. options
3.2 use assessment to identify assistive technology solutions which preserve dignity for an individual
3.3 support an individual to express their informed choice about assistive technology considering:
   a. merits of different solutions
   b. impact of different solutions
   c. concerns an individual has
3.4 assess the suitability of the home environment for assistive technology
3.5 undertake risk assessment for the assistive technology to cover:
   a. social
   b. safeguarding
   c. financial
   d. operability
   e. data protection
3.6 use agreed processes to establish consent when an individual is not able to express informed consent for themselves
3.7 record outcomes of assessment according to **agreed ways of working**.

Range

Others may include:
- colleagues
- team members
- carers
- families
- other professionals.

Agreed ways of working may include organisational practices, policies and procedures where they exist.

Learning outcome

The learner will:

4. Be able to support an individual and others to implement assistive technology

Assessment criteria

The learner can:

4.1   offer advice and guidance in relation to assistive technology procurement including:
   a. solution options
   b. cost
   c. availability
   d. sourcing
   e. funding options
4.2   support an individual and others to measure impact of assistive technology
4.3   support an individual and others to understand roles and responsibilities regarding **contractual obligations**
4.4   evaluate support measures available to individuals using assistive technology to maintain their independence
4.5   establish contingency plans for assistive technology provision to address areas identified in risk assessment
4.6   develop a strategy for on-going assessment and review according to agreed ways of working.

Range

Contractual obligations may include for individual and suppliers:
- warranty
- contracting arrangements
- servicing arrangements.

Learning outcome

The learner will:

5. Be able to work in partnership with an individual and others to review provision of assistive technology

Assessment criteria

The learner can:

5.1   review the provision of assistive technology with an individual and others including:
   a. feedback from an individual and others
   b. assessed risk
5.2   record review process and outcomes according to agreed ways of working.

Unit 437   Promote assistive technology in social care

UAN:	R/506/8161
Level:	Level 4
Credit value:	4
GLH:	29
Relationship to NOS:	This unit is linked to HSC 4008
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote assistive technology. This unit covers a range of the key areas of practice in the development of organisational culture, policies, procedures and practices to support implementation of assistive technology solutions.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the barriers to assistive technology

Assessment criteria

The learner can:

1.1 analyse the barriers for **individuals** and **others** to **assistive technology**:
 - a. social
 - b. psychological
 - c. economic
 - d. organisational
1.2 analyse barriers of own organisation to the offer of assistive technology including:
 - a. policies
 - b. procedures
 - c. practices
 - d. economic.

Range

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

Others may include:
- colleagues
- team members
- carers
- families
- other professionals.

Assistive technology may include:

Electronic eg:
- sensor mats /pads
- pendants / telecare
- echo bot / reminding tool
- key pad entries
- keys with lights
- applications for budgeting / direction finding / instructions
- talking books

Physical eg:
- kettle tippers,
- jar openers,
- special cutlery /utensils
- key safe box
- stocking aids

Organisational eg:
- iPads /apps /tablets
- PCs /laptops
- video links
- webinars
- software packages

Remotely or virtually operated assistive technology.

Learning outcome

The learner will:

2. Be able to support the organisation to offer assistive technology

Assessment criteria

The learner can:

2.1   evaluate how own organisation currently uses assistive technology
  a. internally
  b. for service delivery
2.2   analyse available support networks for users of assistive technology within the organisation
2.3   Propose a strategy to reduce identified barriers to assistive technology for:
  a. individuals
  b. others
  c. own organisation
2.4   contribute to the development of assistive technology:
  a. policies
  b. procedures
  c. practices

2.5 obtain feedback from individuals and others to support future developments in the offer of assistive technology.

Learning outcome

The learner will:

3. Be able to champion the use of assistive technology

Assessment criteria

The learner can:

3.1   evaluate the skills and knowledge of others in using assistive technology
3.2   support others' knowledge of assistive technology through:
  a. information
  b. guidance
  c. training/education
3.3   support others to implement assistive technology
3.4   evaluate the impact of assistive technology on individuals
3.5   propose a strategy to support self and others to:
  a. maintain own competence
  b. manage knowledge transfer.

Unit 438   Recruitment, selection and induction processes in care settings

Level:	Level 4
Credit value:	4
GLH:	21
Aim:	This unit is for learners involved with recruitment, selection and induction processes within their care setting in line with regulatory and service requirements within their role. Learners will be required to understand the impact recruitment, selection and induction processes have on service delivery in line with organisation requirements.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Know regulatory and service requirements and processes for recruitment, selection and induction

Assessment criteria

The learner can:

1.1   summarise regulatory and service requirements and processes relating to recruitment, selection and induction within the care setting including:
   a. roles and responsibilities including **others**
   b. DBS checks
   c. impact on service provision including staff retention, probation and training
   d. data protection
   e. equal opportunities

Range

Others may include:
- HR personnel
- managers
- service/team members
- owner/owner managers
- service users
- recruitment agencies
- CQC requirements

Learning outcome

The learner will:

2. Know the importance and value of successful recruitment, selection and induction in care settings

Assessment criteria

The learner can:

2.1 summarise recruitment needs aligned to workforce development strategies in respect of staffing in the care setting to include:
  a. skills gaps
  b. challenges faced in recruitment
  c. volunteers/advocates
  d. apprentices/learners from local schools/colleges

2.2 summarise the benefits of effective staff selection in the care setting.
2.3 evaluate the impact of effective induction on the retention of staff in the care setting
2.4 explain the value of effective leadership in value based recruitment.
2.5 explain how an induction process develops the knowledge of **individuals** within the care setting

Range

Individuals may include:
* people in the same role
* team leaders/supervisors
* volunteers/advocates
* apprentices/learners from schools and colleges
* allied healthcare workers
* agency staff
* admin support.

Learning outcome

The learner will:

3. Be able to lead robust value based recruitment processes in care setting

Assessment criteria

The learner can:

3.1 lead recruitment and selection processes in line with own roles and responsibilities
3.2 evaluate own role within recruitment and selection processes.

Learning outcome

The learner will:

4. Be able to contribute to the induction process in own setting

Assessment criteria

The learner can:

4.1   support the design of induction processes with **individuals**
4.2   contribute to the development of knowledge of **individuals** within their role.

Range

Individuals may include:
- managers
- people in the same role
- team leaders/supervisors
- volunteers/advocates
- apprentices/learners from schools and colleges
- allied healthcare workers
- agency staff
- admin support.

Unit 439   Behaviours in adult care

Level:	Level 4
Credit value:	4
GLH:	25
Aim:	This unit aims to provide underpinning knowledge and opportunities to develop and demonstrate the behaviours expected in a range of adult care roles in care settings.
Assessment	Portfolio of evidence.

Learning outcome:

The learner will:

1. Understand behaviours in adult care

Assessment criteria

The learner can:

1.1   describe the behaviours expected of an adult care practitioner carrying out their role
1.2   explain the responsibility of an adult care practitioner to promote care practice that is:
  a. compassionate
  b. courageous
  c. respectful of **others**
  d. based on effective communication with **others**
  e. inclusive
1.3   Analyse the application of person centred care within their adult care role
1.4   Critically review their development and application of expected behaviours within their adult care role with **others**

Range

Others may include:
  - the individual
  - colleagues/teams
  - families or carers
  - friends
  - other professionals
  - members of the public
  - advocates.

Learning outcome

The learner will:

2. Be able to demonstrate behaviours required in adult care

Assessment criteria

The learner can:

2.1 Implement a culture that actively promotes high levels of:
   a. care
   b. compassion
   c. courage
   d. competence
   e. commitment
   f. communication
   g. dignity and respect
   h. inclusion

2.2 apply person centred approaches to improve the experience of individuals requiring care.

2.3 Provide leadership and mentoring to **others** to promote and support behaviours required in adult care.

Range

Others may include:
- the individual
- colleagues/teams
- families or carers
- friends
- other professionals
- members of the public
- advocates.

Unit 440   Advanced communication skills

UAN:	
Level:	Level 4
Credit value:	4
GLH:	27
Relationship to NOS:	This unit is linked to SHC 41
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit enables the learner to develop advanced communication skills whilst working with others.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand communication needs and factors affecting them

Assessment criteria

The learner can:

1.1 analyse different models of communication
   a. Transactional analysis
   b. Lasswell's
1.2 analyse why **others** communicate
1.3 analyse how models of communication can meet **others'** personal needs, wishes and preferences
1.4 explain how barriers to communication may be overcome:
   a. physical
   b. social
   c. environment
   d. emotional
1.5 analyse the effects on **others** of ineffective communication.
1.6 explain how independent advocacy can help to meet communication needs and the circumstances in which it might be required.

Range

Others - may include:
- family

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

Learning outcome

The learner will:

2. Understand how to support the use of assistive technology to enhance communication

Assessment criteria

The learner can:

2.1   discuss the role of **assistive technology** in supporting individuals to communicate
2.2   describe types of support that **others** may need in order to use assistive technology
2.3   describe the specialist services relating to assistive technology
2.4   explain how to ensure that communication equipment is:
    a. fit for purpose
    b. correctly set up and working
    c. able to be used by the individual.

Range

Assistive technology refers to equipment, electronic systems and digital software or devices designed to augment and assist communication. These may include items such as:
- hearing aids
- light board display systems
- eye tracker systems
- speech generation devices
- communication apps.

Others - may include:
- individuals
- other professionals
- colleagues
- practitioners

Learning outcome

The learner will:

3. Be able to interact with individuals and others

Assessment criteria

The learner can:

3.1 work in partnership with the individual and **others** to identify their preferred methods of communication
3.2 use agreed methods of communication to interact with the individual and **others**
3.3 interact with an individual and others using:
  a. active listening
  b. reflective listening
3.4 monitor the individual's and **others** responses during and after the interaction to check the effectiveness of communication.

Range

Others - may include:
- carers
- families
- friends
- practitioners, care and support workers.

Learning outcome

The learner will:

4. Be able to convey information to individuals and others

Assessment criteria

The learner can:

4.1 use **formats** that enable an individual and **others** to understand the information conveyed
4.2 assess an individual's or **others'** understanding of information conveyed.

Range

Formats - may include:
- verbal
- written
- web based
- using specific aids
- braille
- large print.

Others - may included:
- other professionals

- colleagues
- practitioners
- care and support workers

Learning outcome

The learner will:

5. Understand the importance of confidentiality in interactions with individuals and others

Assessment criteria

The learner can:

5.1   analyse legal and ethical tensions between maintaining confidentiality and sharing information
5.2   analyse the implications of assistive technology for maintaining confidentiality for the individual or **others**.

Range

Others - may include**:**
- other professionals
- colleagues
- practitioners

Unit 443 Facilitate person centred assessment to support the wellbeing of individuals

UAN:	
Level:	Level 4
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to SHC 45
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care.
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required in the assessment processes to support the wellbeing of individuals and others. This unit covers a range of the key areas of practice that support the implementation of personalisation.
Assessment	Portfolio of evidence Learning outcomes 2 and 3 must be assessed in a real work environment. Evidence of empathy must be gathered through additional questioning if not evident.

Learning outcome:

The learner will:

1.   Understand theories and principles of assessment

Assessment criteria

The learner can:

1.1   critically review theoretical models of **assessment**
1.2   review the effectiveness of **assessment tools** available to support your role
1.3   analyse the effect of legislation and policy on assessment processes
1.4   explain how assessment practice can impact on individuals' lives.

Range

Assessment involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention

Assessment tools may include:
- FACE
- mental health
- learning disability specific
- specialist tools for moving and handling, continence, occupation and activities.

Learning outcome

The learner will:

2. Be able to work in partnership with an individual and others to facilitate person centred assessment

Assessment criteria

The learner can:

2.1 agree with an **individual** and **others** the purpose of the assessment
2.2 agree with an **individual** and **others** the intended outcomes of the assessment
2.3 agree with an **individual** and **others** how the assessment should be carried out and who else should be involved
2.4 ensure that an individual is supported to carry out self-assessment process.

Range

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

Others may include:
- carers
- families
- friends
- care and support workers.

Learning outcome

The learner will:

3. Be able to carry out person centred assessment that promotes social, emotional, cultural, spiritual and intellectual wellbeing

Assessment criteria

The learner can:

3.1 analyse the interrelationship between factors that support an individual's wellbeing
3.2 take account of the strengths and aspirations of an individual in the assessment
3.3 work with an individual and others to assess requirements to support wellbeing:
    a. social
    b. emotional
    c. cultural
    d. spiritual
    e. intellectual
    f. economic
3.4 record the assessment in an agreed format according to organisational policies and procedures.

Unit 531   Understand how to manage a team

UAN:	D/602/3170
Level:	Level 4
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to LM1a
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the learner's knowledge and understanding necessary to support and enable team development.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the attributes of effective team performance

Assessment criteria

The learner can:

1.1   define the key features of effective team performance
1.2   compare the **models** used to link individual roles and development with team performance.

Range

Models:
- Team development activities
- Induction into a new team

Learning outcome

The learner will:

2. Know how to support team development

Assessment criteria

The learner can:

2.1   analyse the stages of team development
2.2   identify barriers to success and how these can be overcome
2.3   analyse the effect group norms may have on team development
2.4   differentiate between beneficial conflict and destructive conflict in teams
2.5   evaluate methods of dealing with conflict within a team
2.6   compare methods of developing and establishing trust and accountability within a team.

Learning outcome

The learner will:

3. Know how to promote shared purpose within a team

Assessment criteria

The learner can:

3.1   evaluate ways of promoting a shared vision within a team
3.2   review **approaches** that encourage sharing of skills and knowledge between team members.

Range

Approaches:
Groups such as quality circles.

Learning outcome

The learner will:

4. Know how to promote a 'no-blame culture' within a team

Assessment criteria

The learner can:

4.1   define the meaning of a 'no blame culture'
4.2   evaluate the benefits of a 'no blame culture'
4.3   describe how systems and processes can be used to support a no blame culture
4.4   describe strategies for managing risks associated with a no blame culture.

Learning outcome

The learner will:

5. Understand different styles of leadership and management

Assessment criteria

The learner can:

5.1   compare different styles of leadership and management
5.2   reflect on adjustments to own leadership and management style that may be required in different circumstances.

Unit 543   Undertake a research project within services for health and social care or children and young people

UAN:	J/602/3499
Level:	Level 5
Credit value:	10
GLH:	80
Relationship to NOS:	This unit is linked to CCLD OP 5.25
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the learners' knowledge understanding in skills required to undertake a research project within services for health and social care or children or young people.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Be able to justify a topic for research within services for health and social care or children and young people

Assessment criteria

The learner can:

1.1   identify the area for the research project
1.2   develop the **aims and objectives** of the research project
1.3   explain **ethical considerations** that apply to the area of the research project
1.4   complete a literature review of chosen area of research.

Range

Aims and objectives: the reasons, understanding and methods for conducting the research project.

Ethical considerations: confidentiality, sensitivity of data, seeking agreements with participants.

Learning outcome

The learner will:

2. Understand how the components of research are used

Assessment criteria

The learner can:

2.1 critically compare different types of research
2.2 evaluate a range of methods that can be used to collect data
2.3 identify a range of tools that can be used to analyse data
2.4 explain the importance of validity and reliability of data used within research.

Learning outcome

The learner will:

3. Be able to conduct a research project within services for health and social care or children and young people

Assessment criteria

The learner can:

3.1 identify sources of support whilst conducting a research project
3.2 formulate a detailed plan for a research project
3.3 select research methods for the project
3.4 develop research questions to be used within project
3.5 conduct the research using identified research methods
3.6 record and collate data.

Learning outcome

The learner will:

4. Be able to analyse research findings

Assessment criteria

The learner can:

4.1 use data analysis methods to analyse the data
4.2 draw conclusions from findings
4.3 reflect how own research findings substantiate initial literature review
4.4 make recommendations related to area of research
4.5 identify potential uses for the research findings within practice.

Unit 546   **Promote access to healthcare for individuals with learning disabilities**

UAN:	J/601/5645
Level:	Level 5
Credit value:	6
GLH:	44
Relationship to NOS:	This unit is linked to LD 509
Endorsement by a sector or regulatory body:	This unit is endorsed by
Aim:	The unit is aimed at those who are leading, supervising or influencing others to support individuals with learning disabilities to access health care and meet their health care needs.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand issues related to access to healthcare services for individuals with learning disabilities

Assessment criteria

The learner can:

1.1   explain the rights based approach to accessing healthcare services
1.2   identify inequalities in access to healthcare services in different sections of the population
1.3   analyse how different investigations, inquiries and reports have demonstrated the need for improved access and services for individuals with learning disabilities
1.4   describe the impact of **legislation, policy or guidance** underpinning the need for healthcare services to enable access to individuals with a learning disability
1.5   analyse how legislation, policy or guidance on capacity and consent should be used with regards to individuals considering and receiving treatment.

Range

Legislation, policy or guidance relevant to the appropriate UK country. This may include codes of practice.

Learning outcome

The learner will:

2. Understand the healthcare needs that may affect individuals with learning disabilities

Assessment criteria

The learner can:

2.1 analyse trends of **healthcare needs** among individuals with learning disabilities
2.2 explain systematic approaches that may support better health and healthcare for individuals with a learning disability
2.3 research the difficulties in diagnosing some health conditions in individuals with a learning disability.

Range

Health care needs includes medication, regular check ups, etc.

Learning outcome

The learner will:

3. Understand good practice in supporting people with a learning disability to access healthcare services

Assessment criteria

The learner can:

3.1 analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs
3.2 evaluate different ways of working in partnership to support individuals to meet their healthcare needs
3.3 explain how to promote access to healthcare through the use of reasonable adjustments
3.4 analyse the rights of **others significant to the individual** to be involved in planning healthcare services.

Range

Others significant to the individual:
- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates.

Learning outcome

The learner will:

4. Understand how to support others to develop, implement, monitor and review plans for healthcare

Assessment criteria

The learner can:

4.1 explain how to champion a person-centred focus to the healthcare planning process
4.2 explain factors to consider when supporting **others** to develop and implement **plans for healthcare**
4.3 explain how to support **others** to monitor and review plans for healthcare
4.4 explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals
4.5 explain how to support others to raise concerns and challenge healthcare services.

Range

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

Plans for health care refer to Health Action Plans in England.

Learning outcome

The learner will:

5. Be able to develop processes to support others to meet the healthcare needs of individuals with a learning disability

Assessment criteria

The learner can:

5.1 develop a person-centered strategy to underpin work with an individual to identify and meet their **healthcare needs**
5.2 develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability
5.3 ensure systems are used by others in meeting the **healthcare needs** of individual's
5.4 evaluate the impact of systems in meeting individual's **healthcare needs**.

Range

Healthcare needs includes medication, regular check-ups etc.

Learning outcome

The learner will:

6. Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare

Assessment criteria

The learner can:

6.1 promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them
6.2 promote partnership working to meet the healthcare needs of individuals with learning disabilities
6.3 promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access healthcare services
6.4 ensure the appropriate involvement of others significant to the individual in planning and delivering healthcare.

Unit 547   Promote good practice in the support of individuals with autistic spectrum conditions

UAN:	A/601/5318
Level:	Level 5
Credit value:	7
GLH:	53
Relationship to NOS:	This unit is linked to LD 510
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit is aimed at learners who manage and support others to provide quality outcomes for individuals with Autistic Spectrum Conditions. It considers issues such as communication and support strategies, partnership working and ways of supporting staff. It also addresses the complexity of theory and practice in the area of Autistic Spectrum Conditions.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand how the different and evolving theories about autism reflect the complexity of autistic spectrum conditions

Assessment criteria

The learner can:

1.1   analyse the defining features of **autistic spectrum** conditions and the impact on practice
1.2   evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum
1.3   identify the implications for practice of controversies concerning the search for cures and interventions for **autistic spectrum** conditions
1.4   review historical and current perspectives on the causes of autism
1.5   explain the importance of a person centred approach, focusing on the **individual** not the diagnosis
1.6   analyse how the stereotyped views and prejudice of others impact on the lives of individuals with an **autistic spectrum** condition.

Range

Autistic spectrum: 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.

Individual: someone requiring care or support.

Learning outcome

The learner will:

2. Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions

Assessment criteria

The learner can:

2.1 identify the legislation and national and local policies and guidance relevant to the support of **individuals** with **autistic spectrum** conditions
2.2 explain the applicability of legislation, policies and guidance to people, services or situations
2.3 explain the impact of legislation, policies and guidance on the provision of services
2.4 explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change.

Range

Learning outcome

The learner will:

3. Be able to promote good practice in the support of individuals with an autistic spectrum condition

Assessment criteria

The learner can:

3.1   enable workers to apply **different approaches**, interventions and strategies according to the **individual's** needs and wishes identified in their person centered support plan

3.2   develop practice guidance to maximize consistency and stability in the environment

3.3   ensure use of structured activities to optimise **individuals'** learning

3.4   demonstrate ways of supporting others to minimise the **vulnerability** of **individuals** with **autistic spectrum** conditions

3.5   implement strategies which support others to apply, monitor and review positive **behaviour** support with **individuals**

3.6   support others to work in partnership with parents and/or other informal carers or support networks

3.7   evaluate working practices and strategies in order to maintain good practice and recommend changes.

Range

Different approaches:
- Multi-agency approaches.

Vulnerability:
- Being exploited or abused.
- Violating the law without realising she/he is doing something harmful.
- Being the victim of cyber-bullying.

Behaviour:
- Non-verbal communication.
- Behaviour that can present challenges.

Autistic spectrum: 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.

Individual: someone requiring care or support.

Learning outcome

The learner will:

4. Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition

Assessment criteria

The learner can:

4.1   analyse the implications for practice of the link between **behaviour** and communication
4.2   develop strategies to support others to understand the link between **behaviour** and communication
4.3   liaise with family/carers and **relevant professionals** involved with **individuals** to maximise the effectiveness of communication
4.4   support others to implement alternative and augmented communication systems which enable **individuals** to communicate effectively with those around them.

Range

Behaviour:
- Non-verbal communication.
- Behaviour that can present challenges.

Relevant professionals:
- Speech and language professionals.
- Psychologists.
- Specialist nurses.

Individual: someone requiring care or support.

Learning outcome

The learner will:

5. Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world

Assessment criteria

The learner can:

5.1   explain the types of sensory and perceptual difficulties that many **individuals** with an **autistic spectrum** condition experience
5.2   develop, with appropriate professional support, a sensory management strategy
5.3   implement a sensory management strategy to meet the needs of **individuals** who have problems with sensory processing
5.4   create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the **individual**.

Range

Autistic spectrum: 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.

Individual: someone requiring care or support.

Unit 556   Promote awareness of sensory loss

UAN:	M/601/5249
Level:	Level 5
Credit value:	3
GLH:	19
Relationship to NOS:	This unit is linked to SS 5.2
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit aims to provide workers with the knowledge and skills to devise, implement and review strategies to promote awareness of sensory loss in the context of an individual's life.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1.   Understand how to raise awareness of sensory loss

Assessment criteria

The learner can:

1.1   identify methods for raising awareness of **sensory loss**
1.2   explain how different agencies can provide opportunities to raise awareness.

Range

Sensory loss:
- Sight loss.
- Hearing loss.
- Deaf blindness.

Learning outcome

The learner will:

2. Be able to raise awareness of sensory loss

Assessment criteria

The learner can:

2.1   Select and agree actions with the individual and/or **others** to promote awareness of **sensory loss**

2.2   support **others** to carry out the agreed actions.

Range

Others:
- Other professionals.
- Carers/family members.
- Advocates.
- Colleagues.

Sensory loss:
- Sight loss.
- Hearing loss.
- Deaf blindness.

Learning outcome

The learner will:

3. Be able to review action to promote awareness of sensory loss

Assessment criteria

The learner can:

3.1   review the outcomes of awareness raising in relation to:
   a. individuals with **sensory loss**
   b. own work
   c. partnership work

3.2   review the effectiveness of agreed ways of working in relation to awareness raising

3.3   Provide feedback on the effectiveness of an awareness raising activity.

Range

Sensory loss:
- Sight loss.
- Hearing loss.
- Deaf blindness.

Unit 557   Support the use of assistive technology

UAN:	H/601/5250
Level:	Level 5
Credit value:	4
GLH:	31
Relationship to NOS:	This unit is linked to SS 5.3
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit aims to support the learner to understand, plan, provide and review assistive technologies in order to best support the individual
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the contribution that assistive technology can make to the lives of individuals

Assessment criteria

The learner can:

1.1   investigate and report on the range and availability of **assistive technology**
1.2   research how the use of **assistive technology** can result in positive outcomes for individuals.

Range

Assistive Technology (AT) is defined as 'any product or service designed to enable independence for disabled and older people' (Source: Kings Fund consultation, 2001). For example, this could include a range of human/animal/low or high tech devices to support the individual's daily living such as:
- assistance dogs
- human aids
- electrical/electronic devices
- low vision aids
- environmental aids.

Learning outcome

The learner will:

2. Be able to facilitate the use of assistive technology

Assessment criteria

The learner can:

2.1 research **assistive technology** solutions that meet identified needs
2.2 explain how a range of **assistive technology** solutions can be adapted according to need and context
2.3 assess the risks associated with the range of **assistive technology** solutions
2.4 describe a range of assessment and referral processes which are used to secure **assistive technology**
2.5 support the individual to secure the provision of appropriate **assistive technology**
2.6 support the individual to use **assistive technology**.

Range

Assistive Technology (AT) is defined as 'any product or service designed to enable independence for disabled and older people' (Source: Kings Fund consultation, 2001). For example, this could include a range of human/animal/low or high tech devices to support the individual's daily living such as:
- assistance dogs
- human aids
- electrical/electronic devices
- low vision aids
- environmental aids.

Learning outcome

The learner will:

3. Be able to develop others to facilitate the use of assistive technology

Assessment criteria

The learner can:

3.1 provide information to **others** about **assistive technology**
3.2 provide guidance to **others** to facilitate the use of **assistive technology.**

Range

Assistive Technology (AT) is defined as 'any product or service designed to enable independence for disabled and older people' (Source: Kings Fund consultation, 2001). For example, this could include a range of human/animal/low or high tech devices to support the individual's daily living such as:
- assistance dogs
- human aids
- electrical/electronic devices
- low vision aids
- environmental aids.

Others:
- Other professionals
- Carers/family members
- Advocates
- Colleagues

Learning outcome

The learner will:

4. Be able to review the provision of assistive technology

Assessment criteria

The learner can:

4.1   review the assessment and referral processes used to secure **assistive technology**
4.2   review the outcomes of **assistive technology** support to individuals against identified needs.

Range

Assistive Technology (AT) is defined as 'any product or service designed to enable independence for disabled and older people' (Source: Kings Fund consultation, 2001). For example, this could include a range of human/animal/low or high tech devices to support the individual's daily living such as:
- assistance dogs
- human aids
- electrical/electronic devices
- low vision aids
- environmental aids.

Unit 559   Support individuals with sensory loss with communication

UAN:	M/601/5252
Level:	Level 5
Credit value:	5
GLH:	37
Relationship to NOS:	This unit is linked to SS 5.5
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit provides the knowledge and skills needed to discriminate between language and communication and to support the use of a range of communication methods.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand language development

Assessment criteria

The learner can:

1.1   explain the difference between language and communication
1.2   analyse the relationship between culture and language
1.3   explain how an understanding of language and communication informs practice.

Learning outcome

The learner will:

2. Understand factors that affect the language and communication of an individual with sensory loss

Assessment criteria

The learner can:

2.1 compare and contrast the impact of congenital and acquired **sensory loss** on:
    a. communication
    b. language
2.2 explain the potential impacts of a deteriorating condition on an individual's communication.

Range

Sensory loss:
- sight loss
- hearing loss
- deaf blindness.

Learning outcome

The learner will:

3. Understand the complexities of specialist communication systems

Assessment criteria

The learner can:

3.1 identify when specialist communication systems may be used
3.2 evaluate the strengths and weakness of specialist communication systems.

Learning outcome

The learner will:

4. Be able to support the individual with communication

Assessment criteria

The learner can:

4.1 evaluate the suitability of a range of communication methods to meet the needs of the individual
4.2 demonstrate a range of suitable communication methods to the individual and/or **others**
4.3 adapt communication methods according to need and context.

Range

Others:
- other professionals
- carers/family members
- advocates

- colleagues.

Learning outcome

The learner will:

5.   Be able to support others to make use of specialist communication

Assessment criteria

The learner can:

5.1   Advise **others** about specialist communication
5.2   support **others** to make use of specialist communication with the individual.

Range

Others:
- other professionals
- carers/family members
- advocates
- colleagues.

Learning outcome

The learner will:

6.   Review communication work

Assessment criteria

The learner can:

6.1   review how communication support to individuals meets identified needs in relation to:
   a.   own work
   b.   agreed ways of working
   c.   work with **others**.

Range

Others:
- other professionals
- carers/family members
- advocates
- colleagues.

Unit 560   Support individuals with multiple conditions and/or disabilities

UAN:	T/601/5253
Level:	Level 5
Credit value:	5
GLH:	34
Relationship to NOS:	This unit is linked to SS 5.6
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to provide the knowledge and skills needed review and improve service provision for individuals with multiple conditions/disabilities
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the implications of multiple conditions and/or disabilities for the individual

Assessment criteria

The learner can:

1.1   explain the correlation between conditions and:
- a. disability
- b. gender
- c. age
- d. ethnicity
- e. socio-economic status

1.2   explain how **multiple conditions and/or disabilities** can impact on the individual

1.3   make recommendations for modifications to service delivery that can result in improved outcomes for individuals with **multiple conditions and/or disabilities**.

Range

Multiple conditions and/or disabilities:
- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability

- emotional health.

Learning outcome

The learner will:

2. Be able to support an individual with multiple conditions and/or disabilities

Assessment criteria

The learner can:

2.1 work collaboratively with the individual and/or **others** to support the individual
2.2 provide advice and expertise to support the assessment and/or referral of an individual with **multiple conditions and/or disabilities**
2.3 use referral processes to secure services for the individual.

Range

Others:
- other professionals
- carers/family members
- advocates
- colleagues.

Multiple conditions and/or disabilities:
- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health.

Learning outcome

The learner will:

3. Be able to develop others to support the individual with multiple conditions and/or disabilities

Assessment criteria

The learner can:

3.1 advise and inform **others** about the implications of multiple conditions
3.2 devise strategies to improve the practice of others at an:
     a. individual level
     b. organisational level.

Range

Others:
- other professionals
- carers/family members
- advocates

- colleagues.

Learning outcome

The learner will:

4. Be able to review service provision in respect of individuals with multiple conditions and/or disabilities

Assessment criteria

The learner can:

4.1 reflect on own role in relation to providing a service for individuals with **multiple conditions and/or disabilities**

4.2 evaluate, with others, the extent to which provision meets the needs of individuals with **multiple conditions and/or disabilities**

4.3 implement actions agreed as a result of evaluation within own role.

Range

Multiple conditions and/or disabilities:
- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health.

Unit 566   Providing independent advocacy to adults

UAN:	R/502/3298
Level:	Level 4
Credit value:	5
GLH:	35
Relationship to NOS:	This unit is linked to ADV 308
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The unit aims to provide learners with a detailed understanding and the practical skills needed to provide Independent Advocacy to adults in a range of settings including; care homes, hospital wards, community settings, secure settings, supported housing, prisons, day centres and police stations.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Provide Independent Advocacy support to adults in a range of settings

Assessment criteria

The learner can:

1.1   identify a range of **settings** and their impact on adults who may require the support of an advocate

1.2   analyse and address the potential negative impact of the environment

1.3   promote the advocacy service in a range of **settings**

1.4   identify and address a range of **dilemmas** advocates can face in practice

1.5   support adults to self advocate

1.6   apply **local or national standards**.

Range

Settings:
- prisons
- day centres
- hospital and locked wards**.**

Dilemmas:
- maintaining confidentiality
- remaining person led

- information sharing.

Local or national standards:
- UK Advocacy Network UKAN
- Mind
- Action 4 Advocacy
- Advocacy Charter
- Code of Practice.

Learning outcome

The learner will:

2. Treat the individual receiving Advocacy support as an individual

Assessment criteria

The learner can:

2.1   identify personal values
2.2   use **communication methods** appropriate to the individual
2.3   Resolve **barriers** that can prevent people being treated as an individual
2.4   use underpinning Advocacy principles of empowerment and person centred to treat people as individuals
2.5   describe how cultural backgrounds can impact on the Advocacy relationship
2.6   recognise common myths and assumptions about **different people**
2.7   end the Advocacy relationship a positive manner.

Range

Communication methods:
- verbal methods of communication
- non verbal methods of communication.

Barriers:
- financial
- time
- personal
- organisational.

Different people:
- learning and physical disabilities
- sensory impairments
- mental health needs
- dementia.

Learning outcome

The learner will:

3. Assist the individual receiving Advocacy support to explore choices and potential consequences

Assessment criteria

The learner can:

3.1 Help individuals to access a range of **sources of information** on options available
3.2 support an individual to explore options available and make choices
3.3 use UK and European **legislation** to identify human, service and legal rights
3.4 Act on the choices and preferred options of an individual.

Range

Sources of information:
- reports
- records
- medical information
- rights.

Legislation:
- Human Rights Act 1998
- NHS + Community Care Act 1990
- Mental Health Acts1983 and 2007
- Disability and Discrimination Act 2005
- Care Standards Act 2000.

Learning outcome

The learner will:

4. Support adults through a range of meetings

Assessment criteria

The learner can:

4.1 explain the purpose and function of a range of **meetings**
4.2 describe the roles and responsibilities of a **range of people** who attend meetings
4.3 **support** an individual to participate in a range of meetings
4.4 **review and take further steps** as appropriate.

Range

Meetings:
- review
- assessment
- planning
- safeguarding

- complaints meetings.

Range of people:
- social workers
- care managers
- day centre staff
- therapists
- GPs
- managers.

Support:
- Attending a meeting.
- Empowering an individual.
- Representing an individual at the meeting.
- Working with an individual before the meeting.

Review and take further steps:
- Review the outcome of the meeting.
- Help the individual decide if any further action is required.

Learning outcome

The learner will:

5.   Work safely

Assessment criteria

The learner can:

5.1   use supervision to identify good practice and areas for improvement
5.2   maintain accurate records
5.3   summarise local adult protection procedures
5.4   use adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality
5.5   respond to disclosures of abuse.

Unit 567   Share knowledge and good practice

UAN:	A/602/6237
Level:	Level 5
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to CPCCS 523
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The unit aims to provide learners with knowledge and understanding of sharing knowledge and good practice, and how to incorporate knowledge into practice.
Assessment	Portfolio of evidence
	Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment

Learning outcome:

The learner will:

1. Plan to share knowledge and good practice

Assessment criteria

The learner can:

1.1 identify outcomes to be achieved through sharing knowledge and good practice
1.2 identify areas of knowledge and good practice that should be shared within and outside the organisation
1.3 agree methods to share knowledge and good practice that will meet outcomes and comply with legal and organisational requirements
1.4 demonstrate actions to overcome or reduce barriers to sharing knowledge and good practice.

Learning outcome

The learner will:

2. Be able to share knowledge and good practice

Assessment criteria

The learner can:

2.1 implement agreed arrangements for sharing knowledge and good practice
2.2 develop opportunities to share knowledge and good practice within and outside the organisation.

Learning outcome

The learner will:

3. Be able to incorporate new knowledge into own practice

Assessment criteria

The learner can:

3.1 take opportunities to learn about good practice of others within and beyond the organisation
3.2 evaluate the transferability of new knowledge to own practice
3.3 use new knowledge to improve own practice.

Learning outcome

The learner will:

4. Be able to evaluate the sharing of knowledge and good practice

Assessment criteria

The learner can:

4.1 evaluate processes for sharing knowledge and good practice within and outside the organisation
4.2 research benchmarks for the sharing of knowledge and good practice
4.3 recommend improved processes for the sharing of knowledge and good practice.

Unit 568   Facilitate change in health and social care or children and young people's settings

UAN:	R/506/7091
Level:	Level 5
Credit value:	5
GLH:	33
Relationship to NOS:	This unit is linked to O40R
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills to facilitate organisational change in health and social care or children and young people's settings.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the principles of change management in health and social care or children and young people's settings

Assessment criteria

The learner can:

1.1   analyse **factors** that drive change
1.2   evaluate underpinning theories of change management
1.3   evaluate approaches, tools and techniques that support the change process
1.4   explain the importance of effective change management for service provision.

Range

Factors may include:
- internal
- external.

Learning outcome

The learner will:

2. Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings

Assessment criteria

The learner can:

2.1 promote the benefits of change
2.2 analyse **challenges** that may arise during the process of change
2.3 enable others to express views about proposed change
2.4 support **others** to recognise that changes need to be made.

Range

Challenges may include:
- anxiety
- stress
- resistance
- fear
- resources
- competence.

Others may include:
- individuals
- practitioners
- families and friends of individuals
- advocates
- colleagues
- other professionals within and beyond the organisation
- others with an interest in the service.

Learning outcome

The learner will:

3. Be able to develop a change management plan in health and social care or children and young people's settings

Assessment criteria

The learner can:

3.1 analyse the **impact** of a proposed change to the **service provision**
3.2 produce **a change management plan** that takes account of the identified impact
3.3 establish criteria against which the plan can be evaluated
3.4 secure approvals required for the change management plan.

Range

Impact may include:

- risks
- costs
- benefits.

Service provision may include:
- individuals
- team members
- practitioners
- stakeholders
- service delivery.

Change management plan may include:
- a workforce development plan
- a resources plan
- a support plan for individuals and others affected by the change
- a communication plan
- contingency plans.

Learning outcome

The learner will:

4. Be able to gain support for a proposed change in health and social care or children and young people's settings

Assessment criteria

The learner can:

4.1 provide positive leadership during the change process

4.2 identify others who can promote the vision for change

4.3 use strategies that address resistance to change

4.4 implement a **communication strategy** to support others to understand a proposed change.

Range

The **communication strategy** will reflect the needs and preferences of its audiences and may incorporate:
- using a range of styles and formats
- adjusting the pace of information-giving
- repeating key messages over time
- clarifying and summarising key points
- updating information as necessary.

Learning outcome

The learner will:

5. Be able to implement approved change management plans in health and social care or children and young people's settings

Assessment criteria

The learner can:

5.1   identify roles and responsibilities for implementing a change management plan

5.2   support others to carry out their agreed roles in a change management plan

5.3   adapt a change management plan to address issues as they arise

5.4   determine strategies for ensuring that the quality of service for **individuals** is maintained during a period of change.

Range

Individuals are those accessing care or services

Learning outcome

The learner will:

6. Be able to evaluate the change management process in health and social care or children and young people's settings

Assessment criteria

The learner can:

6.1   implement systems to monitor the effectiveness of the change management plan

6.2   work with others to review the change management plan against identified criteria

6.3   evaluate outcomes of the **change**.

Range

Change may include:
- sustainability
- closure
- growth
- development
- improvement
- merger.

Unit 569   Manage quality in health and social care or children and young people's setting

UAN:	H/506/7094
Level:	Level 5
Credit value:	5
GLH:	36
Relationship to NOS:	This unit is linked to O43R
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to manage quality assurance systems in own work setting.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the context of quality assurance in a health and social care or children and young people's setting

Assessment criteria

The learner can:

1.1   analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting

1.2   analyse how quality standards influence positive outcomes for **individuals**

1.3   evaluate a range of methods that can be used to measure the achievement of quality standards.

Range

Individuals are those accessing care or support.

Learning outcome

The learner will:

2. Be able to implement quality standards in a health and social care or children and young people's setting

Assessment criteria

The learner can:

2.1 work with team members and **others** to:
   a. agree quality standards for the service
   b. select indicators to measure agreed standards
   c. identify controls to support the achievement of agreed standards
2.2 develop systems and processes to measure achievement of quality standards
2.3 support team members to carry out their roles in implementing quality controls
2.4 explain how quality assurance standards relate to performance management.

Range

Others may include:
- individuals
- advocates
- family members
- others important to the individual's well-being.

Learning outcome

The learner will:

3. Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting

Assessment criteria

The learner can:

3.1 support team members to carry out their roles in monitoring quality indicators
3.2 use selected indicators to evaluate the achievement of quality standards
3.3 work with others to identify
   a. areas of best practice
   b. areas for improvement
3.4 work with others to develop an action plan to improve quality of service.

Unit 635   Support individuals with autistic spectrum conditions

UAN:	M/504/2196
Level:	Level 3
Credit value:	4
GLH:	33
Relationship to NOS:	This unit is linked to LD 315
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to develop learner's knowledge, understanding and skills of supporting an individual with autistic spectrum conditions
Assessment type	Portfolio of evidence

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

Learning outcome:

The learner will:

1. Understand legislative frameworks that relate to individuals with autistic spectrum conditions

Assessment criteria

The learner can:

1.1   outline the **legislative frameworks** that relate to an **individual** with autistic spectrum condition
1.2   analyse how **legislative frameworks** underpin the development of services for **individuals** with Autistic Spectrum Condition.

Range

Legislative frameworks need to include policy drivers and strategies within own home nation.

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

Learning outcome

The learner will:

2. Understand the main characteristics of autistic spectrum conditions

Assessment criteria

The learner can:

2.1 outline a range of theories on autistic spectrum condition
2.2 explain the characteristics of autistic spectrum conditions
2.3 describe the sensory and perceptual difficulties commonly experienced by **individuals** with an autistic spectrum condition
2.4 describe other conditions that may be associated with the autistic spectrum.

Range

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

Learning outcome

The learner will:

3. Be able to support individuals with autistic spectrum conditions

Assessment criteria

The learner can:

3.1 describe an **individual's** experience of the autistic spectrum condition and its characteristics
3.2 support an **individual** to understand the impact of their autistic condition on themselves and others
3.3 encourage an **individual** to recognise the strengths of their characteristics
3.4 support an **individual** with an autistic spectrum condition to develop their personal skills
3.5 support an **individual** and others to develop strategies for dealing with the impact of an autistic spectrum condition.

Range

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

Learning outcome

The learner will:

4. Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication

Assessment criteria

The learner can:

4.1   identify specific methods of communication for an **individual**
4.2   use specific methods of communication to support interactions with an **individual**
4.3   ascertain patterns of behaviour associated with an **individual's** autistic spectrum condition
4.4   support an **individual** in ways that recognise the significance and meaning of their behaviour.

Range

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

Learning outcome

The learner will:

5. Be able to support individuals with transitions and change

Assessment criteria

The learner can:

5.1   support an **individual** with autistic spectrum condition to make transitions
5.2   work with an **individual** and other to recognise routines that are important to the individual
5.3   support an **individual** during changes to their routines
5.4   enable an **individual** to use routines to make sense and order of their daily life
5.5   recognise how to make adaptations to the physical sensory environment to:
      a. reduce sensory overload
      b. increase sensory stimulation
5.6   work with an **individual** and others to develop strategies that help them manage their physical and sensory environment.

Range

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

Unit 637   Develop, maintain and use records and reports

UAN:	A/504/2198
Level:	Level 4
Credit value:	3
GLH:	23
Relationship to NOS:	This unit is linked to LM 502
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to develop knowledge, understanding and skills in developing, maintaining and using records and reports.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the legal and organisational requirements for recording information and providing reports

Assessment criteria

The learner can:

1.1   specify own responsibilities and those of **others** when recording information and producing reports
1.2   explain the legal requirements and **agreed ways of working** for the security and confidentiality of information.

Range

Others may include:
- team members and colleagues
- other professionals.

Agreed ways of working – policies and procedures where they exist.

Learning outcome

The learner will:

2. Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working

Assessment criteria

The learner can:

2.1   support **individuals** to participate in the preparation of reports
2.2   produce accurate and coherent records and reports that can be understood by those who have a right to see them
2.3   maintain accurate, complete, retrievable and up to date records
2.4   ensure that records and reports comply with legal and organisational requirements
2.5   explain how to balance the tension between confidentiality and openness in records and reports
2.6   use Information Communication Technology (ICT) systems for the collection and storage of information
2.7   use ICT that supports information exchange within and across disciplines and organisations.

Range

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

Learning outcome

The learner will:

3. Be able to use records and reports to inform judgements and decisions

Assessment criteria

The learner can:

3.1   clarify the accuracy of records and reports with individuals and others
3.2   respond to feedback from those who receive records and reports
3.3   demonstrate the use of facts and evidence based opinions within records and reports
3.4   evaluate how own records and reports provide evidence for the basis of judgements and decisions.

Unit 644   Supporting infection prevention and control in social care

UAN:	R/504/2207
Level:	Level 3
Credit value:	2
GLH:	18
Relationship to NOS:	This unit is linked to IC 301
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
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
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand how infection prevention and control policies and guidelines can be applied within different settings

Assessment criteria

The learner can:

1.1   explain how infection prevention policies and guidelines can be applied in own work setting
1.2   identify differences in the ways in which infection prevention and control policies and guidance are implemented in a **range of work settings.**

Range

Range of work settings may include:

- individuals own home
- community environments
- hospitals
- residential care homes
- nursing home.

Learning outcome

The learner will:

2. Be able to support infection prevention and control practices in the work setting

Assessment criteria

The learner can:

2.1 minimise risk of infection to self and others in the work setting
2.2 support individuals to take steps to minimise spread of infection
2.3 carry out hand hygiene following work setting policies and guidelines
2.4 support **others** to understand their responsibilities for infection prevention and control in the work setting
2.5 provide guidance to **others** about infection prevention and control practices in work setting
2.6 explain the functions of **external bodies** in supporting infection prevention and control in the work setting
2.7 maintain own understanding of information to support effective infection prevention and control practice.

Range

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.

Learning outcome

The learner will:

3. Be able to minimise the risk and spread of infection when using equipment

Assessment criteria

The learner can:

3.1 ensure equipment is stored and maintained in ways that minimise the spread of infection
3.2 use agreed cleaning schedules for equipment in own work setting
3.3 explain why particular **devices** need special handling to minimise the spread of infection.

Range

Devices may include:

- urinary catheters
- intravenous lines
- PEG feeding tubes
- glucose monitoring devices
- stoma bags
- colostomy bags.

Learning outcome

The learner will:

4. Understand how to respond to outbreaks of infection in the work setting

Assessment criteria

The learner can:

4.1 explain how to work with **others** to identity infection outbreaks in own work setting
4.2 explain how to work with **others** to implement policies and procedures following an infection outbreak
4.3 describe how to provide information about outbreaks of infection in accessible formats to individuals and **others**
4.4 describe ways to ensure that care for the individual is provided in the most **appropriate place**
4.5 describe situations where additional guidance may need to be accessed to manage infection prevention and control incidents.

Range

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.

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

Learning outcome

The learner will:

5. Be able to follow correct recording and reporting procedures regarding infection prevention and control

Assessment criteria

The learner can:

5.1   describe the process for sharing information about infections and suspected infections within own work setting
5.2   describe processes for reporting accidents and incidents relating to infection prevention and control within own work setting
5.3   complete records for infection prevention and control in line with policies and guidelines.

Unit 648　　　Assess the needs of carers and families

UAN:	T/504/2216
Level:	Level 3
Credit value:	4
GLH:	28
Relationship to NOS:	This unit is linked to HSC 3070
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to develop the learner's understanding, knowledge and skills when assessing the needs of families and carers
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the contribution that families and carers make in caring for individuals

Assessment criteria

The learner can:

1.1　analyse the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
1.2　explain the rights of families and carers providing care to **individuals**
1.3　describe the benefits to **society** of family and unpaid carers providing care
1.4　describe the benefits and challenges faced by family and unpaid carers in providing care.

Range

The **individual** is the person requiring care or support

Society may include:
- local authority provision
- NHS
- individuals and others
- communities.

Learning outcome

The learner will:

2. Be able to engage with families and carers who are providing care

Assessment criteria

The learner can:

2.1   support families and carers to speak about their experiences of providing care to individuals
2.2   use **active listening** skills to identify unspoken feelings and emotions
2.3   support families and carers to understand their rights
2.4   support families and carers in their caring role
2.5   explain to families and carers the additional support that is available
2.6   gain consent from families and carers to speak with others about their circumstances.

Range

Active listening may include:
- observation
- clarification
- questioning techniques
- non verbal messages.

Learning outcome

The learner will:

3. Be able to assess the needs of families and carers

Assessment criteria

The learner can:

3.1   support families and carers to identify the support they need to meet the needs of an individual
3.2   identify with families and carers the areas of care which they want to retain
3.3   support families and carers to identify their wishes and needs for their own well-being
3.4   gather additional information from **agreed** others
3.5   share the record of assessment with families and carers.

Range

Agreed:

Others whom the family and carers have agreed can be consulted to either obtain or share information.

Learning outcome

The learner will:

4. Be able to identify a plan to support families and carers

Assessment criteria

The learner can:

4.1   support families, carers and others to identify **resources** to address **needs and wishes**

4.2   support families, carers and others to develop a **plan of action** to access resources

4.3   support families, carers and others to implement the **plan of action**.

Range

Resources may include:
- family or neighbours
- community resources
- voluntary organisations
- statutory support in terms of additional domiciliary care
- respite for carers to have time for themselves.

Needs and wishes may include:
- additional support to alleviate the physical input by the carer
- time to have a holiday
- go to the hairdressers
- time with their peers to do fun things.

Plan of action may include:
- care plans
- person centred plans.

Unit 649   Lead practice in assessing and planning for the needs of families and carers

UAN:	A/504/2217
Level:	Level 5
Credit value:	3
GLH:	22
Relationship to NOS:	This unit is linked to LM 504
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to develop learner's knowledge and skills in supporting staff in health and social care or children and young people's setting to assess the needs of families and unpaid carers.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people

Assessment criteria

The learner can:

1.1   analyse the benefits and challenges faced by family and unpaid carers in providing care
1.2   support others to understand the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
1.3   support others to understand the benefits to **society** of family and unpaid carers providing care
1.4   support others to recognise the contribution that carers make to the well-being of **individuals**
1.5   support others to understand the rights of families and carers providing care.

Range

Society may include:
- local authority provision
- NHS
- individuals and others
- communities.

The **individual** is the person requiring care or support.

Learning outcome

The learner will:

2. Be able to develop the practice of staff in assessing the needs of families and carers

Assessment criteria

The learner can:

2.1 implement procedures for assessing the needs of families and carers
2.2 support staff to learn from families and carers about their caring role
2.3 support staff to develop advocacy skills so that the needs of families and carers can be brought to the attention of decision makers
2.4 support staff to carry out assessments of needs and wishes in partnership with carers and families
2.5 support staff to gain consent from carers and families to speak with others about their circumstances
2.6 manage recording procedures to ensure assessments are shared with families and carers
2.7 monitor the quality of assessments carried out by staff.

Learning outcome

The learner will:

3. Be able to implement a care planning process to support families and carers

Assessment criteria

The learner can:

3.1 establish systems which ensure that all care plans include:
   a. participation by carers and families
   b. agreement on **resources** required to address **needs and wishes**
   c. agreed roles and responsibilities in achieving the plan
3.2 monitor the implementation of care plans which support families and carers.

Range

Resources – resources can include support from family or neighbours, community resources, voluntary organisations, statutory support in terms of additional domiciliary care, respite for carers to have time for themselves etc.

Needs and wishes – this can be additional support to alleviate the physical input by the carer, it can be giving the carer time for themselves, time to have a holiday, go to the hairdressers, have time with their peers to do fun things.

Learning outcome

The learner will:

4. Be able to evaluate quality of assessment and care planning to meet the needs of families and carers

Assessment criteria

The learner can:

4.1 evaluate the quality of assessments carried out to meet the needs of families and carers
4.2 evaluate the quality of care plans to meet the needs of families and carers
4.3 use analysis of the needs of families and carers to inform strategic planning within an organisation.

Unit 650 — Understand professional management and leadership in health and social care or children and young people's settings

UAN:	F/504/2218
Level:	Level 5
Credit value:	6
GLH:	50
Relationship to NOS:	This unit is linked to LM 507
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to develop the learner's knowledge and understanding in management and leadership in health and social care or children and young people's settings.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand theories of management and leadership and their application to health and social care or children and young people settings

Assessment criteria

The learner can:

1.1   research theories of management and leadership
1.2   analyse how theoretical models of management and leadership can be applied to a **range of situations** in a **work setting**
1.3   analyse how the **values and cultural context** of an **organisation** influence the application of management and leadership models.

Range

Range of situations includes areas such as:
- managing performance of team members
- disciplinary of a team member
- forming new teams
- motivating teams
- partnership working
- managing or leading an established team

- managing or leading through change and transitions.

Work setting includes:
- community teams
- residential settings
- day services
- multi-disciplinary teams
- specialist teams.

Values and cultural context: refers to the agreed ways of working, policies, procedures and approaches adopted by both the organisation and the individual team. These will be influenced by national and local requirements.

Organisation may be:
- statutory
- private
- third sector.

Learning outcome

The learner will:

2. Understand the relationship between professional management and leadership

Assessment criteria

The learner can:

2.1   evaluate the **interdependencies** between leadership and management
2.2   analyse the conflicts between the application of **management and leadership models**
2.3   describe how conflicts between **management and leadership models** can be addressed.

Range

Interdependencies refers to the similarities and differences between the concept of leadership and that of management and how they are interlinked.

Management and leadership models refers to the difference between models of management and models of leadership.

Learning outcome

The learner will:

3. Understand the skills of professional management and leadership in health and social care or children and young people's settings

Assessment criteria

The learner can:

3.1   analyse the skills required to be an:
   a. effective manager
   b. effective leader
3.2   explain why managers in health and social care or children and young peoples settings need both management and leadership skills
3.3   analyse how leadership skills can influence the **values** of an organisation
3.4   explain why leadership styles may need to be adapted to manage **different situations**.

Range

Values refers to the way in which an organisation chooses to perform its role and function.

Different situations includes aspects such as:
-   tension within the team
-   tension between the team and others
-   practice issues of individual team members
-   managing or leading through change
-   managing or leading an established and functioning team
-   managing or leading when the team is under stress.

Learning outcome

The learner will:

4. Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services

Assessment criteria

The learner can:

4.1   identify factors that influence **policy drivers**
4.2   analyse **emerging themes and trends** that impact on management and leadership of health and social care and children or young people's services.

Range

Policy drivers refers to the national and local priorities which affect the strategic direction of health, adult social care and children's social care.

Emerging themes and trends refers to the latest ideas or theories relating to effective practice in health, adult social care and children's social care.

Unit 651   Appraise staff performance

UAN:	J/504/2219
Level:	Level 5
Credit value:	5
GLH:	32
Relationship to NOS:	This unit is linked to LM 508
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to develop the learner's knowledge, understanding and skills to appraise staff performance.
Assessment	Portfolio of evidence
	Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment

Learning outcome:

The learner will:

1. Understand policies, theories and models which underpin appraisal of performance

Assessment criteria

The learner can:

1.1   explain **policies and agreed ways of working** for appraisals in the work setting
1.2   research models of appraisal to explore their applicability in the work setting
1.3   evaluate how appraisals are used to inform:
   a. achievement of objectives
   b. overall performance
   c. future objectives
1.4   explain how appraisals are used to develop practice
1.5   differentiate between appraisals and disciplinary processes
1.6   use research on the theories of power to explore the relationship between appraiser and appraisee.

Range

Policies and agreed ways of working – this will include organisational and national policies. These may be attached to standards or frameworks.

Learning outcome

The learner will:

2. Be able to support others to understand the purpose of appraisal

Assessment criteria

The learner can:

2.1   support **others** to develop an understanding of the purpose of appraisals to include:
   a. mutual responsibilities
   b. the achievement of objectives
   c. refection on overall performance
   d. professional development
   e. how outcomes of the appraisal will be used
   f. future objectives.

Range

Others will include those staff for whom you have responsibility.

Mutual responsibilities –the underpinning principle of appraisal is that both parties engage in a conversation rather than it being a 'top-down' process. Therefore, there is an element of joint responsibility and both parties should familiarise themselves of the competences against which the appraisal is measuring performance and identify evidence of compliance or non-compliance. There should be no surprises in the appraisal as non-compliance issues should already have been raised and discussed.

Learning outcome

The learner will:

3. Be able to facilitate preparation for appraisals

Assessment criteria

The learner can:

3.1   confirm with appraisee the objectives against which performance will be appraise
3.2   identify with the appraisee the actions they need to take to prepare for their appraisal
3.3   evaluate evidence gathered from a **range of sources** towards achievement of objectives
3.4   prepare paperwork for appraisal in line with work setting requirements.

Range

Range of sources may include:

- feedback from individuals, carers and families
- feedback from other colleagues, other professionals
- own observations
- work products.

Learning outcome

The learner will:

4. Be able to support appraise to participate in appraisal meet

Assessment criteria

The learner can:

4.1 explain how power can be managed within the appraisal process to facilitate the participation of the appraise
4.2 demonstrate how to prepare the environment for the appraisal meeting
4.3 support the appraisee to engage in an evaluation of their performance over the past year to include:
    a. areas of practice which have met or exceeded standards
    b. areas for development
4.4 provide feedback to appraisee on their performance over the past year to include:
    a. areas of practice which have met or exceeded standards
    b. areas for development
4.5 identify with appraise work objectives for forthcoming year
4.6 identify with appraisee professional development plan for forthcoming year
4.7 record the appraisal in line with work setting requirements.

Learning outcome

The learner will:

5. Be able to evaluate own practice during the appraisal process

Assessment criteria

The learner can:

5.1 evaluate with appraisee their experience of how the appraisal was conducted
5.2 reflect on own practice in managing the appraisal process.

Unit 652   Support people who are providing homes to individuals

UAN:	R/504/2224
Level:	Level 4
Credit value:	6
GLH:	40
Relationship to NOS:	This unit is linked to LM 509
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to support to people who are providing support to individuals
Assessment	Portfolio of evidence Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment

Learning outcome:

The learner will:

1. Be able to carry out assessments for the approval of adult placement / shared lives carers

Assessment criteria

The learner can:

1.1   provide information to **carer(s)** on the criteria against which they will be assessed
1.2   work with carer(s) to clarify their role and responsibilities
1.3   carry out the initial assessment of carer(s) against agreed criteria
1.4   complete an assessment report of carer(s) according to work setting requirements and regulatory frameworks
1.5   agree the content of the assessment report with carer(s)
1.6   present the assessment for approval of carer(s) in line with work setting requirements.

Range

Carer(s) in the context of this unit carers are 'adult placement or shared lives' carers who provide accommodation and / or support in their home. This includes the mutual sharing of everyday life experience between the approved carer and the individual who chooses to use this type of service.

Learning outcome

The learner will:

2. Be able to support adult placement / shared lives carers to prepare for providing a home to an individual

Assessment criteria

The learner can:

2.1 provide advice and guidance to carer(s) about preparing to share their home and their lives with an **individual**

2.2 support carer(s) to reflect on changes they will need to make in order to provide a home to an individual

2.3 work with carer(s) to identify learning needs related to providing a home to an individual

2.4 support carer(s) to meet their learning needs

2.5 support carer(s) to reflect on how they can make an individual feel welcome in their home

2.6 support carer(s) to develop 'house rules'

2.7 support carer(s) to prepare their families and networks for the inclusion of an individual.

Range

Individuals refers to people accessing care or support.

Learning outcome

The learner will:

3. Be able to carry out the matching process between adult placement / shared lives carers and individuals

Assessment criteria

The learner can:

3.1 match the preferences and needs of an individual referred to the service with the skills and lifestyle of potential carer(s)

3.2 provide information to an individual and matched carer(s) prior to introductions

3.3 facilitate introduction meetings between an individual and potential carer(s)

3.4 work with an individual, potential carer(s) and **others** to evaluate the introduction sessions

3.5 work with an individual, carer(s) and others to finalise move-in arrangements once a successful match has been made.

Range

Others may include:
- other professionals
- families, friends, advocates or others who are important to individuals.

Learning outcome

The learner will:

4.   Be able to monitor and review placements of individuals

Assessment criteria

The learner can:

4.1   carry out placement monitoring visits with an individual and carer(s) according to work setting requirements
4.2   complete reports from placement visits in line with work setting requirements
4.3   provide ongoing advice and guidance to carer(s) about the support of an individual
4.4   carry out periodic reviews of carer(s) in line with work setting requirements.

Unit 656   Understand the factors affecting older people

UAN:	D/504/2243
Level:	Level 3
Credit value:	2
GLH:	17
Relationship to NOS:	This unit is linked to HSC 3072
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit covers an understanding of older people, the impact of ageing, the range of factors that impact on older people and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with older people.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the impact of the ageing process on older people

Assessment criteria

The learner can:

1.1 describe changes that may come with ageing
1.2 explain how the experience of the ageing process is unique to each individual
1.3 analyse the potential impact of factors associated with ageing on **older people** to include:
   a. physical
   b. emotional
   c. social
   d. cognitive
   e. environmental
   f. financial /economic
1.4 describe how a positive approach to ageing can contribute to the health & wellbeing of an **individual**.

Range

Older people are defined as those who are over 50.

The **individual** is the person requiring care or support.

Learning outcome

The learner will:

2. Understand attitudes of society to older people

Assessment criteria

The learner can:

2.1 describe the contributions to society made by older people

2.2 explain what is meant by **age discrimination**

2.3 explain how societal attitudes and beliefs impact on older people

2.4 describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people.

Range

Age discrimination may include any legal definition where one exists.

Learning outcome

The learner will:

3. Understand the importance of using person centered approaches with older people

Assessment criteria

The learner can:

3.1 describe how the effects of ageing can affect the **day to day life** of older people

3.2 describe ways of using a **person centered approach** to support older people to maintain health and well being in day to day life

3.3 explain the importance of social inclusion for older people

3.4 outline barriers to social inclusion for older people

3.5 describe ways of using a person centered approach to enable older people to make positive contributions to their **community**.

Range

Day to day life may include:
- relationships
- family role
- social status
- access to community facilities
- personal care
- independence
- lack of social support
- lack of material well being
- education opportunities
- housing
- employment
- access to social and leisure activities
- health care
- sensory loss.

Person centred approach is one that fully recognises the uniqueness of the individual and establish this as the basis for planning and delivery of care and support. The approach promotes dignity for older people.

Community may include:
- neighbourhood
- family group
- religious communities
- ethnic communities
- environment
- clubs and societies
- political and professional groups.

Learning outcome

The learner will:

4. Understand the importance of independence for older people

Assessment criteria

The learner can:

4.1 explain how independence can contribute to the well being of older people
4.2 describe how to support older people to maintain independence
4.3 describe how older people can be in control of decision making about their care and support needs
4.4 explain how to encourage older people to take positive risks.

Unit 661   Support the spiritual wellbeing of individuals

UAN:	M/503/8133
Level:	Level 3
Credit value:	3
GLH:	26
Relationship to NOS:	This unit is linked to EOL 304
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting the spiritual wellbeing of individuals.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1.   Understand the importance of spirituality for individuals

Assessment criteria

The learner can:

1.1   outline different ways in which **spirituality** can be defined
1.2   define the difference between **spirituality** and religion
1.3   describe different aspects of **spirituality**
1.4   explain how **spirituality** is an individual experience
1.5   explain how **spirituality** defines an individual's identity
1.6   outline the links between **spirituality**, faith and religion
1.7   explain how an individual's current exploration of **spirituality** may be affected by their previous experience of **spirituality**, faith or religion.

Range

Spirituality can be defined in many ways and can include:
- life force
- personal values and beliefs
- uniqueness
- life pilgrimage
- how desires are channelled
- creativity
- search for hope, harmony and wholeness.

Learning outcome

The learner will:

2. Be able to assess the spiritual needs of an individual

Assessment criteria

The learner can:

2.1 support the **individual** to identify their spiritual needs and how and by whom these can be addressed

2.2 identify how an individual's emphasis on spirituality may vary at different stages of their life experience

2.3 take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan.

Range

Individual is the person receiving support or care in the work setting.

Learning outcome

The learner will:

3. Understand the impact of values and beliefs on own and an individual's spiritual wellbeing

Assessment criteria

The learner can:

3.1 analyse how your own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing

3.2 identify how the values and beliefs of **others** may impact on the individual

3.3 identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others.

Range

Others may include.
- partner
- family
- friends
- neighbours
- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- independent mental capacity advocate

- community psychiatric nurse
- clinical nurse specialist.

Learning outcome

The learner will:

4.   Be able to support individuals' spiritual wellbeing

Assessment criteria

The learner can:

4.1   access resources and information to support the individual's spiritual wellbeing
4.2   contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing
4.3   support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing
4.4   support the individual to participate in their chosen **activities** to support their spiritual wellbeing
4.5   access any additional expertise required to meet the individual's spiritual needs
4.6   outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual.

Range

Activities may include formal or informal ceremonies, traditions and practices in addition to any other activity which might enable the individual to explore or express their own spirituality

Unit 669   Understand stroke care management

UAN:	J/503/7165
Level:	Level 3
Credit value:	4
GLH:	36
Relationship to NOS:	This unit is linked to SCM 301
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The aim of this unit is to provide an understanding of legislation, guidelines and best practice to support stroke care management. It will enable learners to explore the effects of stroke on an individual and to provide an understanding of how a person centred approach may support stroke care management.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand how to support individuals to manage stroke according to legislation, policy and guidance

Assessment criteria

The learner can:

1.1   summarise current legislation, policy and guidance related to supporting individuals with stroke

1.2   explain what current best practice is in the initial stages of stroke care management

1.3   explain how an individual could be encouraged to review their **lifestyle** and promote their own health and well-being

1.4   describe the potential implications of mental capacity for an individual following a stroke.

Range

Lifestyle includes:
- driving
- return to work
- finances
- benefits
- sexuality
- relationships
- transport
- leisure.

Learning outcome

The learner will:

2. Understand specific communication factors affecting individuals following a stroke

Assessment criteria

The learner can:

2.1 evaluate the **effects of stroke** on the brain in relation to the ability to communicate
2.2 describe a range of common communication methods and **aids** to support individuals affected by a stroke
2.3 analyse methods of facilitating communication using supported conversation techniques
2.4 identify any pre-existing illnesses or disabilities that need to be taken into account when addressing communication
2.5 describe the effects on the individual of experiencing communication difficulties
2.6 identify additional agencies and resources to support with communication needs.

Range

Effects of stroke may include:
- Aphasia
- Apraxia
- Dysarthria.

Aids may include:
- high tech (electronic technology) or
- low tech (anything non electronic).

Learning outcome

The learner will:

3. Understand changing physical needs of individuals affected by stroke

Assessment criteria

The learner can:

3.1 describe the **changes in the brain** of an individual affected by a stroke
3.2 describe the **physical effects** of stroke on an individual
3.3 explain the impact a stroke may have on swallowing and nutrition
3.4 describe the possible effects of stroke on **sensory** ability
3.5 analyse the fluctuating nature of effects of stroke on an individual.

Range

Changes in the brain

- The dominant side of the brain.
- Non dominant side.

Physical effects may include:

- fatigue
- mobility
- continence
- pain
- spatial awareness
- national and local guidelines, policies, protocols and best practice guidelines.

Sensory includes:

- vision
- hearing.

Learning outcome

The learner will:

4. Understand the impact of the effects of stroke on daily living

Assessment criteria

The learner can:

4.1 explain the use of daily activities to promote recovery and independence
4.2 explain the importance of **repetition** to promote recovery
4.3 identify the effects of fatigue in stroke rehabilitation
4.4 describe the implication of stroke on **lifestyle**.

Range

Repetition this could mean repeating day to day activities or therapeutic remedies

Lifestyle includes:

- driving
- return to work
- finances
- benefits
- sexuality
- relationships
- transport
- leisure.

Learning outcome

The learner will:

5.   Understand the associated complications for an individual with stroke

Assessment criteria

The learner can:

5.1   explain the **psychological and emotional** effects on the individual with stroke
5.2   describe the **cognitive needs** of the individual with stroke
5.3   describe the **health needs** that may be associated with stroke.

Range

Psychological and emotional needs may include:
- self esteem
- confidence
- depression
- mood swings
- grieving process
- anger and frustration
- behaviour changes
- isolation.

Cognitive needs may include:
- memory loss
- perception
- lack of inhibition
- personality changes
- emotional instability.

Health needs
- Medication
- Co-morbidity
- Complications eg:
    - aspiration
    - airway obstruction
    - hypoxia
    - hypotension
    - hypertension
    - hyperglycaemia
    - bed sores.

Learning outcome

The learner will:

6. Understand the importance of adopting a person centered approach in stroke care management

Assessment criteria

The learner can:

6.1 explain how **person centered values** must influence all aspects of stroke care management
6.2 explain the importance of working in partnership with **others** to support care management
6.3 describe the importance of working in ways that promote **active participation** in stroke care management.

Range

Person centred values include:
- individuality
- rights
- choices
- privacy
- independence
- dignity
- respect
- partnership.

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

Active participation is a way of working that regards individuals as active partners in their own support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

Unit 679   Diabetes awareness

UAN:	D/503/1839
Level:	Level 3
Credit value:	6
GLH:	46
Relationship to NOS:	This unit is linked to DIB 201
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The unit will enable learners to explore what diabetes is, the different types of diabetes and how a person centred approach may support an individual to manage diabetes.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1.   Understand diabetes and the associated implications

Assessment criteria

The learner can:

1.1   define diabetes
1.2   identify prevalence rates for different types of diabetes
1.3   describe possible key long-term complications to health as a result of having diabetes
1.4   explain what is meant by the term hyperglycaemia
1.5   explain what is meant by the term hypoglycaemia
1.6   explain the procedure of referring an **individual** with diabetes to **others**.

Range

Individuals are people requiring care or support.

Others may include:
- care workers
- colleagues
- managers
- GP
- pharmacist
- nurse
- dietician
- podiatrist
- community diabetes specialist nurse
- diabetes care advisors

- advocate
- support groups.

Learning outcome

The learner will:

2. Know the most common types of diabetes and their causes

Assessment criteria

The learner can:

2.1 describe key features of type 1 diabetes
2.2 describe key features of type 2 diabetes
2.3 List the most common possible causes of diabetes:
     a. type 1
     b. type 2
2.4 describe the likely signs and symptoms of diabetes
2.5 outline contributing risk factors that may lead to the development of type 2 diabetes.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 define **person-centred** support
3.2 explain the importance of using individualised care plans to support individuals with diabetes
3.3 explain the care pathway for the individual with newly diagnosed type 2 diabetes
3.4 explain what self-care skills are
3.5 explain how to work with an individual, and or their carer, to optimise self-care skills
3.6 explain the importance of supporting individuals to make informed decisions.

Range

Person-centred – this is a way of working which aims to put the person at the centre of the care situation, taking into account their individuality, wishes, and preferences.

Learning outcome

The learner will:

4. Understand the nutritional needs of individuals with diabetes

Assessment criteria

The learner can:

4.1 explain the principles of a balanced diet

4.2   analyse how **different carbohydrates** affect blood glucose level

4.3   explain the role of the nutritional plan and how to report any related problems.

Range

Different carbohydrates - carbohydrates act as the body's main source of energy. They are essential sugars that are broken down by the body during digestion. There are two categories of carbohydrates, and three types within those categories:

- Simple

  Simple carbohydrates are also known as simple sugars. These simple carbs give the body a quick energy boost. Natural sugar from fruit, table sugar and sugar from milk all fall into this category.

- Complex

  Fibre and starch are complex carbs that take longer for the body to digest. Vegetables, breads, rice, whole grains and pasta are examples of complex carbohydrates.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

5.1   describe how **different individuals** may **experience living** with diabetes

5.2   explain the impact that the attitudes and behaviours of others may have on an individual with diabetes

5.3   explain how an individual can manage their diabetes through different aspects of their lifestyle.

Range

Different individuals -depending on age, type of diabetes and level of ability and disability.

Experience living to include the impact on the individual's physical, physiological and mental well being.

Learning outcome

The learner will:

6.   Understand the importance of monitoring diabetes

Assessment criteria

The learner can:

6.1   explain the importance of accurately measuring blood pressure when supporting individuals with diabetes

6.2   identify the normal parameters for blood pressure

6.3   explain the purpose of accurate blood glucose monitoring for individuals with diabetes

6.4   State the normal blood glucose range

6.5   explain the purpose of accurate urine monitoring for individuals with diabetes

6.6   describe the annual review checks needed to screen for long term complications.

Learning outcome
The learner will:

7. Understand the links between diabetes and other conditions

Assessment criteria
The learner can:

7.1   explain the links between diabetes and:
      a. dementia
      b. depression
      c. pregnancy.

Unit 681   Understand safeguarding and protection in health and social care settings

UAN:	F/506/7622
Level:	Level 3
Credit value:	2
GLH:	18
Relationship to NOS:	This unit is linked to SHC 44
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit is aimed at those who work in health and social care settings. The unit covers an understanding of abuse types and common symptoms. It also covers understanding of the policies and procedures in place around safeguarding and the role of the worker in putting these into practice.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect

Assessment criteria

The learner can:

1.1 explain the current legislative framework that underpins safeguarding of vulnerable adults within own UK home nation

1.2 explain how current national guidelines and local policies and procedures for safeguarding affect your day to day work

1.3 explain own responsibilities relating to the current legislative framework with regard to safeguarding.

Learning outcome

The learner will:

2. Understand how to respond to suspected or alleged abuse

Assessment criteria

The learner can:

2.1 describe signs and symptoms associated with the following types of abuse:
   a. physical abuse
   b. sexual abuse
   c. emotional / psychological abuse
   d. financial abuse
   e. institutional abuse
   f. self-neglect
   g. neglect by others
   h. discriminatory abuse

2.2 explain actions to take if there are suspicions that an individual is being abused

2.3 explain actions to take if an individual alleges that they are being abused

2.4 explain how to raise concerns, including whistleblowing, when suspected abuse has been reported but procedure does not appear to have been followed.

Learning outcome

The learner will:

3. Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults

Assessment criteria

The learner can:

3.1 explain agreed protocols for working in partnership with other organisations

3.2 explain own role in partnership working.

Learning outcome

The learner will:

4. Understand how to support others in safeguarding

Assessment criteria

The learner can:

4.1   explain how to support **others** to raise concerns
4.2   explain how to support **others** during the safeguarding process.

Range

Others may include:
- the individual
- families and carers
- advocates
- supervisor, line manager or employer
- other professionals.

Unit 683   Facilitate the development of effective group practice in health and social care or children and young people's settings

UAN:	Y/602/2339
Level:	Level 5
Credit value:	6
GLH:	42
Relationship to NOS:	This unit is linked to O20c
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
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.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand how groups develop and function in health and social care or children and young people's work settings

Assessment criteria

The learner can:

1.1   analyse the impact of theories and models on group work practice
1.2   explain how to form and maintain a cohesive and effective group
1.3   explain how different facilitation styles may influence:
   a. group dynamics
   b. lifecycle of the group
   c. group outcomes
   d. development of roles within the group
1.4   explain why it is important to be clear about the purpose and desired outcomes for the group
1.5   analyse the importance of participant engagement in achieving group outcomes.

Learning outcome

The learner will:

2. Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings

Assessment criteria

The learner can:

2.1 evaluate methods that may be utilised in facilitating groups
2.2 prepare an environment that is conducive to the functioning of the group
2.3 work with a group/s to agree acceptable group and individual behaviour
2.4 work with a group to negotiate and agree tasks, desired outcomes and ways of working.

Learning outcome

The learner will:

3. Be able to facilitate a group in health and social care or children and young people's work settings

Assessment criteria

The learner can:

3.1 use a range of methods to accommodate different learning styles within the group
3.2 provide a group experience where participants are engaged and stimulated
3.3 intervene effectively in a group session to improve the learning process.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

4.1 demonstrate inclusive practice when facilitating groups
4.2 support consensus and manage **conflict** within a group
4.3 explain how to challenge excluding or discriminatory behaviour
4.4 demonstrate how to manage diverse group behaviours
4.5 explain when to refer issues and areas of concern.

Range

Conflict may include:
- negative comments
- disagreements
- discrimination
- power imbalance
- threats
- body language

- non compliance.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

5.1 work with a group to agree monitoring and review processes
5.2 implement systems and processes to monitor and review the progress of a group
5.3 assess the effectiveness of a group in relation to identified outcomes
5.4 reflect on strengths and areas for development in own practice of facilitating groups.

Unit 687   Understand the process and experience of dementia

UAN:	Y/506/7089
Level:	Level 3
Credit value:	3
GLH:	22
Relationship to NOS:	This unit is linked to DEM 301 R
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the neurology of dementia

Assessment criteria

The learner can:

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

Range

Dementia syndrome - Dementia caused by a combination of conditions, sometimes called a mixed dementia.

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

Learning outcome

The learner will:

2. Understand the impact of recognition and diagnosis of dementia

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

3. Understand how dementia care must be underpinned by a person centered approach

Assessment criteria

The learner can:

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

Range

Carers eg:
- partner
- family
- friends
- neighbours.

Unit 688   Understand the role of communication and interactions with individuals who have dementia

UAN:	L/506/7090
Level:	Level 3
Credit value:	3
GLH:	26
Relationship to NOS:	This unit is linked to DEM 308 R
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	This unit provides the underpinning knowledge required to develop therapeutic relationships with individuals with dementia based on interactions and communication.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

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

Assessment criteria

The learner can:

1.1   explain how individuals with dementia may communicate through their behaviour
1.2   give examples of how **carers** and **others** may misinterpret communication
1.3   explain the importance of effective communication to an individual with dementia
1.4   describe how different forms of dementia may affect the way an individual communicates.

Range

Carers eg:
- partner
- family
- friends
- neighbours.

Others eg:
- Care worker
- Colleague
- Manager

- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate
- Support groups.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1   give examples of positive interactions with individuals who have dementia
2.2   explain how positive interactions with individuals who have dementia can contribute to their **wellbeing**
2.3   explain the importance of involving individuals with dementia in a range of activities
2.4   compare a **reality orientation** approach to interactions with a **validation approach**.

Range

Well being
- Sense of Hope
- Sense of Agency
- Confidence
- Self esteem
- Physical health.

Evidenced in **well being** indicators:
- can communicate wants, needs and choices
- makes contact with other people
- shows warmth and affection
- showing pleasure or enjoyment
- alertness, responsiveness
- uses remaining abilities
- expresses self creatively
- is co-operative or helpful
- responding appropriately to people
- expresses appropriate emotions

- relaxed posture or body language
- sense of humour
- sense of purpose
- signs of self-respect.

Reality orientation

This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in.

Validation approach

Using non-judgmental acceptance and empathy to show the individual that their expressed feelings are valid. Focussing on the feelings rather than the content of speech.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 list the physical and mental health needs that may need to be considered when communicating with an individual with dementia

3.2 describe how the sensory impairment of an individual with dementia may affect their communication skills

3.3 describe how the environment might affect an individual with dementia

3.4 describe how the behaviour of **carers** or **others** might affect an individual with dementia

3.5 explain how the use of language can hinder positive interactions and communication.

Range

Carers eg:
- partner
- family
- friends
- neighbours.

Others eg:
- Care worker
- Colleague
- Manager
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses
- Independent Mental Capacity Advocate

- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate
- Support groups.

Unit 689   Understand Parkinson's for health and social care staff

UAN:	R/506/6054
Level:	Level 3
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to HSC 3075
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to give learners a fundamental understanding of Parkinson's and its' impact on the individual. This is a knowledge only unit.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the signs, symptoms and progression of Parkinson's

Assessment criteria

The learner can:

1.1   define Parkinson's
1.2   explain what causes Parkinson's to develop
1.3   describe key symptoms of Parkinson's
     a. motor
     b. non-motor
1.4   identify the common age of onset of Parkinson's
1.5   describe the typical phases and timeframe of the progression of Parkinson's
1.6   identify conditions within Parkinsonism.

Learning outcome

The learner will:

2. Understand the impacts of Parkinson's on the individual and others

Assessment criteria

The learner can:

2.1 describe the impacts on quality of life of:
   a. motor symptoms
   b. non-motor symptoms
2.2 explain impacts of Parkinson's on an **individual's** relationships with **others**
2.3 explain impacts of fluctuations in Parkinson's on an **individual** and **others**.

Range

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

Others may include:
- carers
- families
- friends
- care and support workers.

Learning outcome

The learner will:

3. Understand the processes, procedures, methods, techniques and services used to manage Parkinson's

Assessment criteria

The learner can:

3.1 describe the processes, procedures and services involved in diagnosis and referral
3.2 describe how to access local, community and statutory agencies, support services and networks appropriate to the individual with Parkinson's
3.3 describe methods, practices and possible interventions used to support individuals to manage their symptoms
3.4 explain how an individual's preferences are taken into account when supporting them to manage their Parkinson's
3.5 explain how challenges in the management of diet and fluids can be overcome.

Learning outcome

The learner will:

4. Understand the issues associated with Parkinson's medication

Assessment criteria

The learner can:

4.1 explain the consequences when medication is not taken or given on time
4.2 explain the consequences for the individual of common side-effects of Parkinson's medication
4.3 describe how to alleviate the side effects of Parkinson's medication.

Learning outcome

The learner will:

5. Understand communication and cognitive challenges associated with Parkinson's at different stages

Assessment criteria

The learner can:

5.1 describe the communication and cognitive challenges at different stages of Parkinson's
5.2 describe the impact on the individual and others of:
   a. communication challenges
   b. cognitive challenges
5.3 explain how to implement **techniques** used to address:
   a. communication challenges
   b. cognitive challenges.

Range

Techniques are those designed specifically to support individuals in managing communication and cognition challenges directly associated with Parkinson's, such as cognitive freezing.

Unit 690   Awareness of the Mental Capacity Act 2005

Note: This unit has been replaced with Unit 692 Understanding Mental Capacity and Restrictive Practice. It should not be used for any new learners from 1st December 2023.

UAN:	L/504/8409
Level:	Level 3
Credit value:	3
GLH:	28
Relationship to NOS:	This unit is linked to MCA 8409
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to give learners an understanding of the Mental Capacity Act 2005 and the importance of complying with it when working with individuals who lack capacity.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the importance of the Mental Capacity Act 2005

Assessment criteria

The learner can:

1.1 explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves

1.2 describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves

1.3 explain how the Mental Capacity Act 2005,
   a. empowers people to make decisions for themselves
   b. protects people who lack capacity by placing them at the heart of the decision making process

1.4 describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves.

Learning outcome

The learner will:

2. Understand the key elements of the Mental Capacity Act 2005

Assessment criteria

The learner can:

2.1 define the 5 statutory principles included in the Mental Capacity Act 2005

2.2 describe when a worker must comply with the Mental Capacity Act 2005

2.3 explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity

2.4 explain 'capacity' as defined in the Mental Capacity Act 2005

2.5 explain '**best interests'** as defined in the Mental Capacity Act 2005

2.6 explain what actions needs to be taken to ensure a worker acts in an individual's '**best interests'**

2.7 identify whose responsibility it is to assess 'capacity' and **'best interests'**

2.8 identify the type of 'day to day' decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves

2.9 explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed

2.10 explain how the Mental Capacity Act 2005 can assist a person to 'plan ahead' for a time when they may not have capacity to make certain decisions.

Range

Best interests - when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision.

Learning outcome

The learner will:

3. Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005

Assessment criteria

The learner can:

3.1 identify the range of actions that amount to restraint

3.2 identify the factors which make restraint lawful under the Mental Capacity Act 2005

3.3 describe the circumstances where the restrictions or restraint being used amount to a person being **'deprived of their liberty'**

3.4 describe the actions that are necessary to ensure that a person is lawfully **'deprived of their liberty'**

3.5 explain why a worker should raise their concerns with their supervisor / manager when they think a person may be being **'deprived of their liberty'**.

Range

Deprived of their liberty - see Chapter 2 of the Mental Capacity Act 2005, Deprivation of Liberty, Code of Practice.

Learning outcome

The learner will:

4. Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity

Assessment criteria

The learner can:

4.1   explain the legal status of the Mental Capacity Act 2005, Code of Practice
4.2   explain the purpose of the Mental Capacity Act 2005, Code of Practice
4.3   explain how the Mental Capacity Act 2005 Code of Practice effects the day to day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves.

Unit 692　　　Understanding mental capacity and restrictive practice

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

Note: this unit replaces Unit 690 Awareness of the Mental Capacity Act 2005 for new learners from 1 December 2023. It must not be certificated in addition to Unit 690.

Learning outcome

The learner will:

1. understand the principles of mental capacity

Assessment criteria

The learner can:

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

1.2 describe factors that influence an individual's mental capacity and ability to express consent

1.3 explain the link between an individual's mental capacity and consent, choice and safety

1.4 outline what is meant by 'valid consent'

Range

1.1 Principles: must include the 'best interest' principle.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1   describe own role and responsibilities when upholding the rights of individuals following principles of mental capacity legislation and codes of practice

2.2   explain why it is important to establish an individual's consent when providing care and support

2.3   explain how personal values and attitudes can influence perceptions of situations and of individuals' mental capacity

2.4   describe strategies and skills that may be used to maximise individuals' capacity to make their own decisions

2.5   explain own role in identifying when an assessment of capacity may be required

2.6   outline the steps to take when informed consent cannot be readily established

Learning outcome

The learner will:

3   understand restrictive practices

Assessment criteria

The learner can:

3.1   describe what is meant by 'restrictive practice'

3.2   outline how the following restrictive practices within a care setting/service may occur:
   a.   physical
   b.   mechanical
   c.   chemical
   d.   seclusion
   e.   segregation
   f.   psychological
   g.   restraint and the threat of restraint

3.3   explain the reasons for seeking the least restrictive option for individuals

3.4   describe how to raise concerns when restrictions appear out of proportion with evident risk

3.5   describe policies and procedures in relation to restrictive practices that govern own role

Unit 692   Understanding mental capacity and restrictive practice

Supporting Information

Evidence requirements

For LO1, LO2 and LO3, evidence can include assignment tasks, reflective accounts, questioning and professional discussion. Please refer to the Assessment section of this Handbook for full details.

Candidates who have achieved this unit as part of the City & Guilds Level 3 Diploma in Adult Care (England) (3096-31) may be able to count the credits towards achievement of this qualification.

Unit guidance

1.1 and 2.2: Legislation and codes of practice: including, but not limited to:

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

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

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

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

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

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

3.1 and 3.2: Restrictive practices to include deliberate or inadvertent.

3.3   This should include the importance and impact on individuals.

Suggested supporting resources

www.skillsforcare.org.uk
www.gov.uk
www.nhs.uk

Unit 698   Understanding professional supervision practice

UAN:	H/602/3185
Level:	Level 4
Credit value:	3
GLH:	22
Relationship to NOS:	This unit is linked to LM 2a
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
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.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1. Understand the purpose of supervision

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

2. Understand how the principles of supervision can be used to inform performance management

Assessment criteria

The learner can:

2.1 explain key principles of effective professional supervision
2.2 analyse the importance of managing performance in relation to:
    a. governance
    b. safeguarding
    c. key learning from critical reviews and inquires.

Learning outcome

The learner will:

3.   Understand how to support individuals through professional supervision

Assessment criteria

The learner can:

3.1   analyse the concept of anti oppressive practice in professional supervision
3.2   explain methods to assist individuals to deal with challenging situations
3.3   explain how conflict may arise within professional supervision
3.4   describe how conflict can be managed within professional supervision.

Learning outcome

The learner will:

4.   Understand how professional supervision supports performance

Assessment criteria

The learner can:

4.1   explain the responsibility of the supervisor in setting clear targets and performance indicators
4.2   explain the performance management cycle
4.3   compare methods that can be used to measure performance
4.4   describe the indicators of poor performance
4.5   explain how constructive feedback can be used to improve performance
4.6   evaluate the use of performance management towards the achievement of objectives.

Unit 705   Installation, maintenance and removal of assistive technology in social care

UAN:	H/506/8164
Level:	Level 3
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to HSC 4005
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to support the installation, maintenance and removal of assistive technology.
Assessment type	Portfolio of evidence

Learning outcome:

The learner will:

1.   Understand the implications for individuals and others of assistive technology installation

Assessment criteria

The learner can:

1.1   explain the impact of installing **assistive technology** on:
   a.   an individual
   b.   others

1.2   explain policies and procedures for safety in relation to **assistive technology** when working in an individual's own home including:
   a.   safeguarding
   b.   infection prevention
   c.   fire risk
   d.   risk assessment.

Range

Assistive technology may include:

Electronic eg:
- sensor mats /pads
- pendants / telecare
- echo bot / reminding tool
- key pad entries
- keys with lights

- applications for budgeting / direction finding / instructions
- talking books

Physical eg:
- kettle tippers
- jar openers
- special cutlery /utensils
- key safe box
- stocking aids

Organisational eg:
- iPads /apps /tablets
- PCs /laptops
- video links
- webinars
- software packages

Remotely or virtually operated assistive technology.

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

Others may include:
- colleagues
- team members
- carers
- families
- other professionals

Learning outcome

The learner will:

2.   Be able to install assistive technology

Assessment criteria

The learner can:

2.1   support an individual and carers to understand the purpose of installing **assistive technology**
2.2   work in partnership with an individual and others to ascertain location for **assistive technology** devices
2.3   complete safety and operational checks for **assistive technology** and any linked services
2.4   carry out installation of **assistive technology** with regard to the individual's needs and choices
2.5   ensure operability of **assistive technology**
2.6   support an **individual** and **others** to understand instructions on safe use
2.7   discuss service agreements with an individual and others.

Range

Assistive technology may include:

Electronic eg:
- sensor mats /pads
- pendants / telecare
- echo bot / reminding tool
- key pad entries
- keys with lights

- applications for budgeting / direction finding / instructions
- talking books

Physical eg:
- kettle tippers
- jar openers
- special cutlery /utensils
- key safe box
- stocking aids

Organisational eg:
- iPads /apps /tablets
- PCs /laptops
- video links
- webinars
- software packages

Remotely or virtually operated assistive technology.

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

Others may include:
- colleagues
- team members
- carers
- families
- other professionals.

Learning outcome

The learner will:

3. Be able to support an individual and others to maintain assistive technology

Assessment criteria

The learner can:

3.1 provide an individual and others with information on the maintenance of **assistive technology**

3.2 ensure an **individual** and **others** are aware of support available if **assistive technology** becomes inoperable including:

    a. procedure

    b. contact details

    c. associated cost.

Range

Assistive technology may include:

Electronic eg:
- sensor mats /pads
- pendants / telecare
- echo bot / reminding tool
- key pad entries
- keys with lights
- applications for budgeting / direction finding / instructions

---

- talking books

Physical eg:
- kettle tippers
- jar openers
- special cutlery /utensils
- key safe box
- stocking aids

Organisational eg:
- iPads /apps /tablets
- PCs /laptops
- video links
- webinars
- software packages

Remotely or virtually operated assistive technology.

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

Others may include:
- colleagues
- team members
- carers
- families
- other professionals

Learning outcome

The learner will:

4. Be able to support an individual and others to remove assistive technology

Assessment criteria

The learner can:

4.1 provide information to an **individual** and **others** on removal and disposal of **assistive technology** after use

4.2 support an individual and others to carry out removal of **assistive technology** in accordance with **agreed ways of working** including:
   a. cleaning
   b. storage
   c. recycling
   d. disposal

Range

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

Others may include:
- colleagues
- team members
- carers

- families
- other professionals.

Assistive technology may include:

Electronic eg:
- sensor mats /pads
- pendants / telecare
- echo bot / reminding tool
- key pad entries
- keys with lights
- applications for budgeting / direction finding / instructions
- talking books

Physical eg:
- kettle tippers,
- jar openers,
- special cutlery /utensils
- key safe box
- stocking aids

Organisational eg:
- iPads /apps /tablets
- PCs /laptops
- video links
- webinars
- software packages

Remotely or virtually operated assistive technology.

Agreed ways of working may include organisational practices, policies and procedures where they exist.

Unit 706   Promote rights and values in assistive technology in social care

UAN:	D/506/8163
Level:	Level 3
Credit value:	2
GLH:	17
Relationship to NOS:	This unit is linked to HSC 4007
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills required to support the implementation of assistive technology taking into account the key areas of values, dignity and human rights.
Assessment	Portfolio of evidence

Learning outcome:

The learner will:

1.   Understand rights and values for assistive technology

Assessment criteria

The learner can:

1.1   describe where human rights are enshrined in legislation and codes of practice
1.2   explain how **assistive technology** can promote an **individual's** human rights
1.3   explain how **assistive technology** may conflict with an individual's human rights
1.4   explain the possible conflicts of interest where **assistive technology** may be adopted as a substitute for direct support
1.5   explain how to support an individual and **others** to challenge implementation of **assistive technology.**

Range

Assistive technology may include:
Electronic eg:
- sensor mats /pads
- pendants / telecare
- echo bot / reminding tool
- key pad entries
- keys with lights
- applications for budgeting / direction finding / instructions

- talking books

Physical eg:
- kettle tippers,
- jar openers
- special cutlery /utensils
- key safe box
- stocking aids

Organisational eg:
- iPads /apps /tablets
- PCs /laptops
- video links
- webinars
- software packages

Remotely or virtually operated assistive technology.

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

Others may include:
- colleagues
- team members
- carers
- families
- other professionals.

Learning outcome

The learner will:

2. Understand how assistive technology can support dignity, autonomy, privacy and confidentiality of an individual and others

Assessment criteria

The learner can:

2.1 explain ways in which **assistive technology** can promote:
   a. dignity
   b. autonomy
   c. privacy
   d. confidentiality

2.2 explain the potential of **assistive technology** to breach an individual's:
   a. dignity
   b. autonomy
   c. privacy
   d. confidentiality

2.3 explain how **assistive technology** may gather personal data about **individuals** and **others**

2.4 explain the safeguards that can be put in place to protect personal data.

Range

Assistive technology may include:

Electronic eg:
- sensor mats /pads
- pendants / telecare
- echo bot / reminding tool
- key pad entries
- keys with lights
- applications for budgeting / direction finding / instructions
- talking books

Physical eg:
- kettle tippers
- jar openers
- special cutlery /utensils
- key safe box
- stocking aids

Organisational eg:
- iPads /apps /tablets
- PCs /laptops
- video links
- webinars
- software packages

Remotely or virtually operated assistive technology

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

Others may include:
- colleagues
- team members
- carers
- families
- other professionals

Learning outcome

The learner will:

3. Be able to support the dignity, autonomy, privacy and confidentiality of an individual and others in the implementation of assistive technology

Assessment criteria

The learner can:

3.1   support an **individual** and **others** to understand the benefits of **assistive technology** to their:
   a. dignity
   b. autonomy
   c. privacy
   d. confidentiality

3.2   Work with an **individual** and **others** to address conflicts between proposed **assistive technology** solution and their human rights

3.3   support an **individual** and **others** to understand the risks of **assistive technology** to their:
  a. dignity
  b. autonomy
  c. privacy
  d. confidentiality
3.4   Ensure an **individual** and **others** are informed about the use of their personal data.

Range

Assistive technology may include:

Electronic eg:
- sensor mats /pads
- pendants / telecare
- echo bot / reminding tool
- key pad entries
- keys with lights
- applications for budgeting / direction finding / instructions
- talking books

Physical eg:
- kettle tippers
- jar openers
- special cutlery /utensils
- key safe box
- stocking aids

Organisational eg:
- iPads /apps /tablets
- PCs /laptops
- video links
- webinars
- software packages

Remotely or virtually operated assistive technology.

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

Others may include:
- colleagues
- team members
- carers
- families
- other professionals.

Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual – Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

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.

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

City & Guilds
Skills for a brighter future

www.cityandguilds.com

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**
Employer Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery	**E: business@cityandguilds.com**

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