

Level 3 Diploma in Mental Health Care 3101-03

August 2017 Version 1.2



Qualification at a glance

Subject area	Mental Health Care
City & Guilds number	3101
Age group approved	18+
Entry requirements	None
Fast track	Available
Support materials	Centre Qualification handbook Assignments
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 3 Diploma in Mental Health Care	286	650	3101-03	600/5241/7

Version and date	Change detail	Section
1.2 August 2017	Added GLH and TQT details	Qualification at a glance And Introduction
	Removed QCF	Throughout
1.1 November 2012	Unit 309 credit value amendment	Unit



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1 Introduction

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

Area	Description
Who is the qualification for?	<p>This qualification is relevant to:</p> <ul style="list-style-type: none">• Health Care Support Workers in Mental Health• Mental Health Support Workers (MHSW)• Support, Time and Recovery Workers• Healthcare Assistants• and senior clinical support roles. <p>This qualification would suit learners aged 18+ who work with people that have mental health issues whether in a paid or voluntary capacity.</p>
What does the qualification cover?	<p>You will learn the principles of working with adults with mental health issues aged 19+. The units cover the fundamentals of mental health issues, communication, how to support individuals to learn, to manage change and cope with distress. Care planning, risk management and person centred planning are also covered. You will generally learn within your work setting. You can be assessed on the knowledge units by assignments, and should compile portfolios of evidence for the competence units.</p>
What opportunities for progression are there?	<p>This will allow you to gain a competence based qualification, leading to increased career and/or CPD opportunities. It will develop you in your role within any of the fields of social care, housing, multidisciplinary health, acute health, and others. But you can also use this qualification to gain a role as a senior care worker, supervisor, team leader or a service manager.</p> <p>You can also progress on to further professional or academic training. Once you have completed the diploma you can move on to more specialist areas such as dementia care, or on to our leadership and management qualifications.</p>

Structure

To achieve the **Level 3 Diploma in Mental Health Care**, learners must achieve 65 credits; 45 credits from the mandatory units and a minimum of 20 credits from the optional units available.

Level 3 Diploma in Mental Health Care			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
J/602/0165	300	Understand the legal, policy and service framework in mental health	5
A/601/1429	301	Engage in personal development in health, social care or children's and young people's settings	3
J/601/1434	302	Promote communication in health, social care or children's and young people's settings	3
Y/601/1437	303	Promote equality and inclusion in health, social care or children's and young people's settings	2
R/601/1436	304	Principles for implementing duty of care in health, social care or children's and young people's settings	1
F/601/8138	305	Promote and implement health and safety in health and social care	6
F/602/0097	306	Understand mental well-being and mental health promotion	3
J/602/0103	307	Understand mental health problems	3
R/602/0153	308	Understand mental health interventions	4
R/602/0167	309	Understand care and support planning and risk management in mental health	4
R/602/0170	310	Use effective communication and build relationships in mental health work	5
Y/602/0171	311	Enable mental health service users and carers to manage change	3
D/602/0172	312	Effective team and joint working in mental health	3

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Optional			
L/601/8143	201	Support individuals who are distressed	3
T/601/8637	202	Support independence in the tasks of daily living	5
F/601/8026	203	Provide support for leisure activities	3
L/601/9034	313	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	8
H/601/8147	314	Work in partnership with families to support individuals	4
T/601/8282	315	Support individuals with specific communication needs	5
Y/601/8825	316	Interact with and support individuals using telecommunications	5
T/601/9927	317	Contribute to raising awareness of health issues	4
M/601/0648	318	Recognise indications of substance misuse and refer individuals to specialists	4
H/501/0586	319	Increase awareness about drugs, alcohol and other substances with individuals and groups	7
K/601/7906	320	Support individuals to access housing and accommodation services	4
T/601/7908	321	Support individuals to prepare for and settle in to new home environments	3
L/601/8644	322	Facilitate learning and development activities to meet individual needs and preferences	5
D/601/7904	323	Support individuals to manage their finances	3
L/601/8028	324	Provide support to maintain and develop skills for every day life	4
F/601/7927	325	Support individuals to access and use services and facilities	4
H/601/8049	326	Facilitate person centred assessment, planning, implementation and review	6
A/601/9028	327	Provide support to continue recommended therapies	3

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
J/601/9470	328	Promote good practice in handling information in health and social care settings	2
H/601/3465	329	Reflect on and develop your practice	4
F/601/3764	330	Promote positive behaviour	6
L/601/9549	331	Support positive risk taking for individuals	4
F/601/4056	332	Support use of medication in social care settings	5
F/503/9982	333	Assist with the transfer of individuals, who have mental health problems between agencies and services	1
J/503/9983	334	Support individuals to manage their own recovery from mental health problems	3
H/601/7905	400	Support individuals to access and manage direct payments	6
H/601/3546	401	Support individuals to access education, training or employment	4
L/503/9984	402	Understanding suicide interventions	6
R/503/8895	403	Enable individuals with mental health problems to develop alternative coping strategies	4

Total Qualification Time

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

Title and level	GLH	TQT
Level 3 Diploma in Mental Health Care	286	650



2 Centre requirements

Approval

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.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the Level 3 in Certificate in Working in Community Mental Health Care (3561-03) may apply for approval for this new qualification using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

Resource requirements

Centre Staffing

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

- be occupationally competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area of mental health for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but must never internally quality assure their own assessments.

Assessors

Centre staff should hold, or be working towards, a relevant Assessor qualification for their role in delivering, assessing this qualification. A list of acceptable assessor qualifications is obtainable via your qualification consultant or National Portfolio Advisor.

Internal verifiers/Internal quality assurance

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

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

Continuing professional development (CPD)

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.

Learner entry requirements

There are no formal entry requirements for learners undertaking these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully. Additionally, learners would be expected to work with or care for adults with mental health issues, in a paid, voluntary or personal capacity.

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

Age restrictions

City & Guilds cannot accept any registrations for learners under 18 as this qualification is not approved for the under 18s.



3 Delivering the qualification

Initial assessment and induction

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

The initial assessment should identify:

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

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

The importance of maintaining confidentiality is paramount. Learners must ensure that names of individual clients and carers are not disclosed in any part of their work in order to preserve confidentiality.

Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability



4 Assessment

Assessment of the qualification

The assessment of this qualification must be in line with Skills for Care and Development Assessment Principles.

Summary of assessment methods

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

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

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

Competence based units

There will be a combination of assessment methods for this qualification which meets competence units. Direct observation of learner's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence.

Competence based units

For knowledge units, learners will be assessed by assignments set by City & Guilds and available from the relevant qualification page at www.cityandguilds.com. These assignments will be internally marked and externally verified.

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

Observation requirements

The prime source of evidence for competency based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, Expert Witnesses may provide testimony for the occupationally specific units. Expert Witnesses must meet the Skills for Care and Development requirements to be an Expert Witness. These can be found at www.skillsforcare.com or contact your Qualification Consultant or National Portfolio Advisor.

Additional assessment methods or evidence sources

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

- Expert witnesses may observe learner practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learners work based performance.
- Work products can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- Professional discussion should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that learners can evaluate their knowledge and practice across the qualification.
- Learner/ reflective accounts describe learners' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that learners' can evaluate their knowledge and practice across the activities embedded in this qualification.
- Questions asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- Witness testimonies. These should be from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.

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

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

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

Assignments

Assignments are available from the relevant qualification page at www.cityandguilds.com.

Where assignments are provided:

- Centre staff should guide learners to ensure excessive evidence gathering is avoided.
- All assignments 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.

Evidence requirements

Competence evidence requirements

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

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

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

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

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

Knowledge evidence requirements

Professional discussion may be used only where it is established within an assignment as a possible assessment method. Where professional discussion is used, it must be conducted by learners' qualified occupationally knowledgeable assessors and is most appropriate for eliciting knowledge to explain how to deal with contingencies and clarify or expand on written evidence. Professional discussion must be included in learners' assessment plans and thereby agreed in advance with learners. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

Recording forms

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

Recognition of prior learning (RPL)

Please refer to City & Guilds policy on Recognition of Prior learning available from your National Portfolio Advisor.

Level 3 Diploma in Mental Health Care

Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
201	Support individuals who are distressed (Level 2) (3)	Portfolio	
202	Support independence in the tasks of daily living (Level 2) (5)	Portfolio	
203	Provide support for leisure activities (Level 2) (3)	Portfolio	
300	Understand the legal, policy and service framework in mental health (Level 3) (5)	Assignment	Cityandguilds.com
301	Engage in personal development in health, social care or children's and young people's settings (Level 3) (3)	Portfolio	
302	Promote communication in health, social care or children's and young people's settings (Level 3) (3)	Portfolio	
303	Promote equality and inclusion in health, social care or children's and young people's settings (Level 3) (2)	Portfolio	

Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
304	Principles for implementing duty of care in health, social care or children's and young people's settings (Level 3) (1)	Assignment	Cityandguilds.com
305	Promote and implement health and safety in health and social care (Level 3) (6)	Portfolio	
306	Understand mental well-being and mental health promotion (Level 3) (3)	Assignment	Cityandguilds.com
307	Understand mental health problems (Level 3) (4)	Assignment	Cityandguilds.com
308	Understand mental health interventions (Level 3) (4)	Assignment	Cityandguilds.com
309	Understand care and support planning and risk management in mental health (Level 3) (4)	Assignment	Cityandguilds.com
310	Use effective communication and build relationships in mental health work (Level 3) (5)	Assignment	Cityandguilds.com
311	Enable mental health service users and carers to manage change (Level 3) (3)	Assignment	Cityandguilds.com

Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
312	Effective team and joint working in mental health (Level 3) (3)	Portfolio	
313	Enable individuals with behavioural difficulties to develop strategies to change their behaviour (Level 3) (8)	Portfolio	
314	Work in partnership with families to support individuals (Level 3) (4)	Portfolio	
315	Support individuals with specific communication needs (Level 3) (5)	Portfolio	
316	Interact with and support individuals using telecommunications (Level 3) (5)	Portfolio	
317	Contribute to raising awareness of health issues (Level 3) (4)	Portfolio	
318	Recognise indications of substance misuse and refer individuals to specialists (Level 3) (4)	Portfolio	
319	Increase awareness about drugs, alcohol and other substances with individuals and groups (Level 3) (7)	Portfolio	

Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
320	Support individuals to access housing and accommodation services (Level 3) (4)	Portfolio	
321	Support individuals to prepare for and settle in to new home environments (Level 3) (3)	Portfolio	
322	Facilitate learning and development activities to meet individual needs and preferences (Level 3) (5)	Portfolio	
323	Support individuals to manage their finances (Level 3) (3)	Portfolio	
324	Provide support to maintain and develop skills for every day life (Level 3) (4)	Portfolio	
325	Support individuals to access and use services and facilities (Level 3) (4)	Portfolio	
326	Facilitate person centred assessment, planning, implementation and review (Level 3) (6)	Portfolio	
327	Provide support to continue recommended therapies (Level 3) (3)	Portfolio	

Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
328	Promote good practice in handling information in health and social care settings (Level 3) (2)	Portfolio	
329	Reflect on and develop your practice (Level 3) (4)	Portfolio	
330	Promote positive behaviour (Level 3) (6)	Portfolio	
331	Support positive risk taking for individuals (Level 4) (4)	Portfolio	
332	Support use of medication in social care settings (Level 3) (5)	Portfolio	
333	Assist with the transfer of individuals, who have mental health problems between agencies and services (Level 3) (1)	Portfolio	
334	Support individuals to manage their own recovery from mental health problems (Level 3) (3)	Portfolio	
400	Support individuals to access and manage direct payments (Level 4) (6)	Portfolio	

Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
401	Support individuals to access education, training or employment (Level 4) (4)	Portfolio	
402	Understanding Suicide Interventions (Level 4) (6)	Assignment	Cityandguilds.com
403	Enable individuals with mental health problems to develop alternative coping strategies (Level 4) (4)	Portfolio	



5 Units

Availability of units

You will find below the unit structure

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Unit 201

Support individuals who are distressed HSC2012

UAN:	L/601/8143
Level:	Level 2
Credit value:	3
GLH:	21
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.

Learning outcome
The learner will: 1. Understand causes and effects of distress.
Assessment criteria
The learner can: 1.1 identify common causes of distress 1.2 describe signs that may indicate an individual is distressed 1.3 explain how distress may affect the way an individual communicates 1.4 explain how working with an individual who is distressed may impact on own well being.

Learning outcome
The learner will: 2. Be able to prepare to support individuals who are experiencing distress.
Assessment criteria
The learner can: 2.1 access information and advice about supporting an individual through a time of distress 2.2 establish signs of distress that would indicate the need for specialist intervention 2.3 describe how to access specialist intervention 2.4 identify sources of support to manage own feelings when working with an individual who is distressed.

Learning outcome

The learner will:

3. Be able to support individuals through periods of distress.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

4. Be able to support individuals to reduce distress.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Supporting information

Assessment

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

Guidance

Causes of distress may be:

- Internal to the individual
- Related to support needs
- Related to support provision
- Related to loss
- Related to change.

Individual: An individual is someone requiring care or support.

Others may include:

- Family
- Friends
- Advocates
- Line manager
- Other professionals
- Others who are important to the individual's well-being.

Unit 202

Support independence in the tasks of daily living HSC2007

UAN:	T/601/8637
Level:	Level 2
Credit value:	5
GLH:	33
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 in the tasks of daily living and promote their independence in these areas.

Learning outcome
The learner will: 1. Understand principles for supporting independence in the tasks of daily living.
Assessment criteria
The learner can: 1.1 explain how individuals can benefit from being as independent as possible in the tasks of daily living 1.2 explain how active participation promotes independence in the tasks of daily living 1.3 describe how daily living tasks may be affected by an individual's culture or background 1.4 explain the importance of providing support that respects the individual's culture and preferences 1.5 describe how to identify suitable opportunities for an individual to learn or practise skills for daily living 1.6 explain why it is important to establish roles and responsibilities for providing support.

Learning outcome
The learner will: 2. Be able to establish what support is required for daily living tasks.
Assessment criteria
The learner can: 2.1 access information about support for daily living tasks, using an individual's care plan and agreed ways of working 2.2 clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks

2.3 describe how and when to access additional guidance to resolve any **difficulties or concerns** about support for daily living tasks.

Learning outcome

The learner will:

3. Be able to provide support for planning and preparing meals.

Assessment criteria

The learner can:

3.1 support the individual to plan meals that contribute to a **healthy diet** and reflect the individual's culture and preferences

3.2 support the individual to store food safely

3.3 support the individual to prepare food in a way that promotes active participation and safety.

Learning outcome

The learner will:

4. Be able to provide support for buying and using household and personal items.

Assessment criteria

The learner can:

4.1 identify different ways of buying household and personal items

4.2 work with the individual to identify household and personal items that are needed

4.3 support the individual to buy items in their preferred way

4.4 support the individual to store items safely

4.5 support the individual to use items safely.

Learning outcome

The learner will:

5. Be able to provide support for keeping the home clean and secure.

Assessment criteria

The learner can:

5.1 support the individual to keep their home clean, in a way that promotes active participation and safety

5.2 describe different risks to home security that may need to be addressed

5.3 support the individual to use agreed security measures.

Learning outcome

The learner will:

6. Be able to identify and respond to changes needed in support for daily living tasks.

Assessment criteria

The learner can:

- 6.1 enable the individual to express views about the support provided to increase independence in daily living tasks
- 6.2 record changes in the individual's circumstances that may affect the type or level of support required
- 6.3 adapt support in agreed ways to address concerns, changes or increased independence.

Supporting information

Assessment

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

Guidance

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

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

A **care plan** may be known by other names eg support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.

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

Others may include:

- Family or friends of the individual
- Advocate
- Line manager.

Difficulties or concerns may include:

- risks to the individual's health, safety or security
- concerns about the ability, skills or willingness of the individual to participate in daily living tasks
- insufficient time, equipment or other resources to provide agreed support.

A **healthy diet** is one that:

- follows current guidelines for healthy eating
- meets any specific nutritional requirements for the individual.

Unit 203

Provide support for leisure activities HSC2010

UAN:	F/601/8026
Level:	Level 2
Credit value:	3
GLH:	20
Aim:	This unit is aimed at those working in a wide range of settings. This unit provides the learner with the knowledge and skills required to support and encourage individuals to access, participate in and review their leisure activities.

Learning outcome
The learner will: 1. Understand the role that leisure activities play in well being.
Assessment criteria
The learner can: 1.1 identify different activities that may be regarded as leisure activities 1.2 explain how participation in leisure activities aids the well being of individuals 1.3 describe the potential benefits of trying out new leisure activities from time to time

Learning outcome
The learner will: 2. Be able to support individuals to identify and plan for leisure activities
Assessment criteria
The learner can: 2.1 identify with the individual their recreational needs, preferences and interests 2.2 agree which new or existing leisure activities are likely to suit the individual's needs, preferences and interests 2.3 agree with the individual the level and type of support needed for participation in a leisure activity 2.4 work with the individual and others to develop a plan to support participation in a leisure activity.

Learning outcome
The learner will: 3. Be able to encourage and support individuals to participate in leisure activities.
Assessment criteria
The learner can: 3.1 support the individual in line with the plan and in a way that promotes active participation 3.2 provide encouragement and positive reinforcement for the activity 3.3 adjust support in response to any changes or difficulties encountered 3.4 describe how and when to access additional information or support about participation in a leisure activity.

Learning outcome
The learner will: 4. Be able to contribute to the review and revision of support for leisure activities.
Assessment criteria
The learner can: 4.1 identify with the individual the process for reviewing their leisure activities 4.2 seek feedback from the individual on the leisure activity and the support provided 4.3 carry out agreed role in contributing to the review 4.4 implement agreed changes to the plan.

Supporting information

Assessment

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

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

Guidance

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

The **plan** will include ways to address and minimise risks and overcome difficulties relating to:

- Health and well-being
- The environment
- Equipment and materials used
- Abilities of individual and others
- Others involved.

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

Unit 300

Understand the legal, policy and service framework in mental health CMH304

UAN:	J/602/0165
Level:	Level 3
Credit value:	5
GLH:	16
Aim:	This unit aims to provide the learner with an understanding of the framework within which mental health services are delivered. It focuses on systems, roles and responsibilities within the current legal and policy context. The unit also explores sources of rights for service users and informal carers and the role of advocacy in promoting rights.

Learning outcome
The learner will: 1. Know the legal and current policy framework for mental health.
Assessment criteria
The learner can: 1.1 Explain the key points of mental health legislation within their own country 1.2 Explain the relevance of other legislation within their own country to working with a person with mental health problems including legislation relevant to at least four of the following: <ul style="list-style-type: none">• Mental capacity• Disability rights• Human rights• Eligibility for services• Safeguarding vulnerable adults• Health and safety• Data protection 1.3 Describe two current national policy initiatives that are relevant to mental health in their own country 1.4 Explain how both of the current national policy initiatives that are relevant to mental health are intended to change or improve service provision 1.5 Identify the key points of legislation relating to carers of people with mental health problems within their own country.

Learning outcome
The learner will: 2. Know the service framework for mental health.
Assessment criteria
The learner can: 2.1 describe the framework of national mental health service provision within their own country 2.2 describe the role and responsibilities of the key statutory, voluntary or private agencies involved in mental health care in their own country 2.3 describe the role and responsibilities of the main professionals and workers within mental health care in their own country: <ul style="list-style-type: none"> • mental health nurses • support workers • general practitioners • psychiatrists • occupational therapists • psychologists • social workers/care managers • independent advocates 2.4 describe the contribution of carers and those who give informal support to people with mental health problems 2.5 explain why and how carers/informal supporters should be involved in service delivery.

Learning outcome
The learner will: 3. Understand the rights of individuals using services and of those who give informal support.
Assessment criteria
The learner can: 3.1 identify the rights and responsibilities of people with mental health problems 3.2 Explain why workers should promote the rights of and challenge discrimination against people with mental health problems in relation to the following: <ul style="list-style-type: none"> • legal basis within their own country • moral/human rights • promote mental health and well-being • codes of conduct/professional ethics • policy and charters. 3.3 explain how to promote the rights of people with mental health problems within their own practice context 3.4 explain how to challenge discrimination against people with mental health problems within their own practice context 3.5 explain the role of independent advocacy in promoting the rights of people with mental health problems 3.6 explain the role of independent advocacy in promoting the rights of carers and those giving informal support.

Unit 301

Engage in personal development in health, social care or children's and young people's settings SHC32

UAN:	A/601/1429
Level:	Level 3
Credit value:	3
GLH:	10
Aim:	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

Learning outcome
The learner will: 1. Understand what is required for competence in own work role
Assessment criteria
The learner can: 1.1 describe the duties and responsibilities of own work role 1.2 explain expectations about own work role as expressed in relevant standards .

Learning outcome
The learner will: 2. Be able to reflect on practice
Assessment criteria
The learner can: 2.1 explain the importance of reflective practice in continuously improving the quality of service provided 2.2 demonstrate the ability to reflect on practice 2.3 describe how own values, belief systems and experiences may affect working practice.

Learning outcome

The learner will: 3. Be able to evaluate own performance
Assessment criteria
The learner can: 3.1 evaluate own knowledge, performance and understanding against relevant standards 3.2 demonstrate use of feedback to evaluate own performance and inform development

Learning outcome
The learner will: 4. Be able to agree a personal development plan
Assessment criteria
The learner can: 4.1 identify sources of support for planning and reviewing own development 4.2 demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities 4.3 demonstrate how to work with others to agree own personal development plan .

Learning outcome
The learner will: 5. Be able to use learning opportunities and reflective practice to contribute to personal development
Assessment criteria
The learner can: 5.1 evaluate how learning activities have affected practice 5.2 demonstrate how reflective practice has led to improved ways of working 5.3 show how to record progress in relation to personal development.

Unit 301

Engage in personal development in health, social care or children's and young people's settings SHC32

Supporting information

Assessment

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

Guidance

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

Sources of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

Others may include:

- 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.

Unit 302

Promote communication in health, social care or children's and young people's settings SHC31

UAN:	J/601/1434
Level:	Level 3
Credit value:	3
GLH:	10
Aim:	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.

Learning outcome
The learner will: 1. Understand why effective communication is important in the work setting
Assessment criteria
The learner can: 1.1 identify the different reasons people communicate 1.2 explain how communication affects relationships in the work setting.

Learning outcome
The learner will: 2. Be able to meet the communication and language needs, wishes and preferences of individuals
Assessment criteria
The learner can: 2.1 demonstrate how to establish the communication and language needs, wishes and preferences of individuals 2.2 describe the factors to consider when promoting effective communication 2.3 demonstrate a range of communication methods and styles to meet individual needs 2.4 demonstrate how to respond to an individual's reactions when

communicating.

Learning outcome

The learner will:

3. Be able to overcome barriers to communication

Assessment criteria

The learner can:

- 3.1 explain how people from different backgrounds may use and/or interpret communication methods in different ways
- 3.2 identify barriers to effective communication
- 3.3 demonstrate ways to overcome barriers to communication
- 3.4 demonstrate strategies that can be used to clarify misunderstandings
- 3.5 explain how to access extra support or **services** to enable individuals to communicate effectively.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 4.1 explain the meaning of the term confidentiality
- 4.2 demonstrate ways to maintain confidentiality in day to day communication
- 4.3 describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.

Unit 302 Promote communication in health, social care or children's and young people's settings SHC31

Supporting information

Assessment

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

Guidance

Communication methods include:

- non-verbal communication
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
- verbal communication
 - vocabulary
 - linguistic tone
 - pitch

Services may include:

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

Unit 303

Promote equality and inclusion in health, social care or children's and young people's settings SHC33

UAN:	Y/601/1437
Level:	Level 3
Credit value:	2
GLH:	8
Aim:	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Learning outcome
The learner will: 1. Understand the importance of diversity, equality and inclusion
Assessment criteria
The learner can: 1.1 explain what is meant by: <ul style="list-style-type: none">• diversity• equality• inclusion 1.2 describe the potential effects of discrimination 1.3 explain how inclusive practice promotes equality and supports diversity

Learning outcome
The learner will: 2. Be able to work in an inclusive way
Assessment criteria
The learner can: 2.1 explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role 2.2 show interaction with individuals that respects their beliefs, culture, values and preferences.

Learning outcome
The learner will: 3. Be able to promote diversity, equality and inclusion
Assessment criteria
The learner can: 3.1 demonstrate actions that model inclusive practice 3.2 demonstrate how to support others to promote equality and rights 3.3 describe how to challenge discrimination in a way that promotes change.

Unit 303 Promote equality and inclusion in health, social care or children's and young people's settings SHC33

Supporting information

Assessment

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

Guidance

Effects may include effects on:

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

Unit 304

Principles for implementing duty of care in health, social care or children's and young people's settings SHC34

UAN:	R/601/1436
Level:	Level 3
Credit value:	1
GLH:	5
Aim:	This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults or children. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.

Learning outcome
The learner will: 1. Understand how duty of care contributes to safe practice
Assessment criteria
The learner can: 1.1 explain what it means to have a duty of care in own work role 1.2 explain how duty of care contributes to the safeguarding or protection of individuals

Learning outcome
The learner will: 2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
Assessment criteria
The learner can: 2.1 describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care 2.3 explain where to get additional support and advice about conflicts and dilemmas.

Learning outcome
The learner will: 3. Know how to respond to complaints
Assessment criteria
The learner can: 3.1 describe how to respond to complaints 3.2 explain the main points of agreed procedures for handling complaints.

Unit 305

Promote and implement health and safety in health and social care HSC037

UAN:	F/601/8138
Level:	Level 3
Credit value:	6
GLH:	43
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health and safety in their work setting.

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 use policies and procedures or other agreed ways of working that relate to health and safety
- 2.2 support others to understand and follow safe practices
- 2.3 monitor and report potential health and safety risks

- 2.4 use risk assessment in relation to health and safety
- 2.5 demonstrate ways to minimise potential risks and hazards
- 2.6 access additional support or information relating to health and safety.

Learning outcome

The learner will:

- 3. Understand procedures for responding to accidents and sudden illness.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 4. Be able to reduce the spread of infection.

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

- 5. Be able to move and handle equipment and other objects safely.

Assessment criteria

The learner can:

- 5.1 explain the main points of legislation that relates to moving and handling
- 5.2 explain principles for safe moving and handling
- 5.3 move and handle equipment and other objects safely.

Learning outcome

The learner will:

- 6. Be able to handle hazardous substances and materials

Assessment criteria

The learner can:

- 6.1 describe types of hazardous substances that may be found in the

<p>work setting</p> <p>6.2 demonstrate safe practices for:</p> <ul style="list-style-type: none"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials.

Learning outcome
The learner will:
7. Be able to promote fire safety in the work setting.
Assessment criteria
The learner can:
7.1 describe practices that prevent fires from:
<ul style="list-style-type: none"> • starting • spreading
7.2 demonstrate measures that prevent fires from starting
7.3 explain emergency procedures to be followed in the event of a fire in the work setting
7.4 ensure that clear evacuation routes are maintained at all times.

Learning outcome
The learner will:
8. Be able to implement security measures in the work setting.
Assessment criteria
The learner can:
8.1 demonstrate use of agreed procedures for checking the identity of anyone requesting access to:
<ul style="list-style-type: none"> • premises • information
8.2 demonstrate use of measures to protect own security and the security of others in the work setting
8.3 explain the importance of ensuring that others are aware of own whereabouts.

Learning outcome
The learner will:
9. Know how to manage stress
Assessment criteria
The learner can:
9.1 describe common signs and indicators of stress
9.2 describe signs that indicate own stress
9.3 analyse factors that tend to trigger own stress
9.4 compare strategies for managing stress.

Unit 305

Promote and implement health and safety in health and social care HSC037

Supporting information

Assessment

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

Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

Guidance

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

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

Others may include:

- 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

Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress

Unit 306

Understand mental well-being and mental health promotion CMH301

UAN:	F/602/0097
Level:	Level 3
Credit value:	3
GLH:	14
Aim:	This unit aims to provide the learner with an understanding of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental well-being and how to effectively promote mental well-being and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Learning outcome
The learner will: 1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span.
Assessment criteria
The learner can: 1.1 evaluate two different views on the nature of mental well-being and mental health 1.2 explain the range of factors that may influence mental well-being and mental health problems across the life span, including: <ul style="list-style-type: none">• biological factors• social factors• psychological factors 1.3 explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health. 1.4 risk factors including inequalities, poor quality social relationships protective factors including socially valued roles, social support and contact.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 2.1 explain the steps that an individual may take to promote their mental well-being and mental health
- 2.2 explain how to support an individual in promoting their mental well-being and mental health
- 2.3 evaluate a strategy for supporting an individual in promoting their mental well-being and mental health
- 2.4 describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community
- 2.5 evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.

Supporting information

Guidance

Learning outcome 1, assessment criteria 1 requires learners to 'explain the range of factors that may influence mental well-being and mental health problems across the life span'.

The unit is aimed at those working with adults aged 19+ but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in adulthood their well-being in later life. This is in order to promote a holistic and whole person approach to understanding well-being and mental health.

Learners are not expected to have a detailed understanding of mental health issues for children and young people.

Unit 307

Understand mental health problems CMH302

UAN:	J/602/0103
Level:	Level 3
Credit value:	3
GLH:	14
Aim:	This unit aims to provide the learner with knowledge of the main forms of mental health problems according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental health problems impact on the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

Learning outcome
The learner will: 1. Know the main forms of mental ill health.
Assessment criteria
The learner can: 1.1 describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders 1.2 explain the key strengths and limitations of the psychiatric classification system 1.3 explain two alternative frameworks for understanding mental distress 1.4 explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.

Learning outcome
The learner will: 2. Know the impact of mental ill health on individuals and others in their social network.
Assessment criteria

The learner can:

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

Supporting information

Guidance

In learning outcome 1, assessment criterion 1, learners are asked to describe 'the main types of mental ill health according to the psychiatric (DSM/ICD) classification system'. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder.

Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.

Unit 308

Understand mental health interventions CMH303

UAN:	R/602/0153
Level:	Level 3
Credit value:	4
GLH:	14
Aim:	This unit aims to provide the learner with an understanding of the diversity of needs of people with mental health problems and the importance of an individual approach to exploring options for interventions. It also focuses on key principles for supporting individuals including enabling self-management wherever possible. The term 'interventions' is explored in its widest sense and is relevant to the promotion of mental health in all settings, not just specialist mental health services.

Learning outcome
The learner will: 1. Understand the needs of people with mental health problems.
Assessment criteria
The learner can: 1.1 explain the following key principles for working with an individual to identify their needs: <ul style="list-style-type: none">• needs-led not service-led approach• person centred• promoting self-direction• focusing on strengths, hope and recovery.
1.2 explain how a person with mental health problems may have needs in common as well as individual needs
1.3 describe the range, complexity and inter-related nature of the following needs: <ul style="list-style-type: none">• physical needs• practical and financial needs• social needs• psychological needs• cultural needs• spiritual needs
1.4 explain how diversity and difference may influence the

identification of needs:

- gender
- age
- culture
- beliefs
- sexual orientation
- social class
- ability.

Learning outcome

The learner will:

2. Understand the strengths and limitations of the main interventions in mental health.

Assessment criteria

The learner can:

- 2.1 describe the argument for and against the two main physical interventions that are used within the mental health system:
 - drug treatment
 - electro-convulsive therapy
- 2.2 explain the strengths and limitations of other interventions that may be available to people with mental health problems:
 - complementary/alternative approaches for example acupuncture, reflexology
 - 'food and mood'
 - self-management approaches
 - talking therapies
 - arts therapies
 - peer support
 - social prescribing (eg bibliotherapy, green gyms)
 - work, education and volunteering
 - spiritual support.
- 2.3 explain the strength and limitations of the main forms of service interventions in mental health:
 - in-patient treatment
 - home treatment
 - crisis services
 - assertive outreach
- 2.4 explain how an individual may access a range of intervention options in their local area
- 2.5 explain the following barriers that an individual may face in accessing a range of intervention options in their local area:
 - service or professional bias
 - financial barriers
 - equalities issues
 - availability
 - physical access.

Learning outcome

The learner will:

3. Know the key principles and factors that underpin the choice of mental health interventions.

Assessment criteria

The learner can:

- 3.1 identify factors that may underpin the choice of intervention from the point of view of:
 - service users
 - mental health practitioners
- 3.2 explain the importance of applying key principles in selecting interventions in relation to:
 - individuality of experiences, needs and wants
 - avoiding unwanted effects
 - equality of opportunity
 - promoting social inclusion
 - a collaborative approach
 - sharing information
 - strengthening networks of support
 - anticipating setbacks and promoting problem solving
 - focusing on recovery.

Unit 309

Understand care and support planning and risk management in mental health CMH305

UAN:	R/602/0167
Level:	Level 3
Credit value:	4
GLH:	14
Aim:	This unit aims to provide the learner with an understanding of the general principles and processes involved in care planning and risk management within a mental health context

Learning outcome
The learner will: 1. Understand how to work within the care and support planning process.
Assessment criteria
The learner can: 1.1 explain the following key principles and values which should underpin effective care and support planning: <ul style="list-style-type: none">• person centred• needs led• holistic approach• collaboration and full participation• building on strengths• anti-discriminatory practice• promoting social inclusion• recovery focused• effective record keeping
1.2 describe the tasks associated with each stage of the care and support planning process: <ul style="list-style-type: none">• assessment of need• planning goals• monitoring progress• reviewing plans
1.3 explain the key principles and values that should be implemented at each stage of the care and support planning process: <ul style="list-style-type: none">• assessment of need

<ul style="list-style-type: none"> • planning goals • monitoring progress • reviewing plans
1.4 explain how to enable a service user to take a full and active part in the care planning process
1.5 explain how to enable carers and family members to take an effective and appropriate part in the care planning process
1.6 explain why and how agencies and workers should work together within the care planning process
1.7 describe three possible differences or conflicts that may occur between those involved in the care planning process and identify ways of overcoming each of these differences or conflicts
1.8 explain how to keep effective, accurate and concise records of the care planning process.

Learning outcome
The learner will:
2. Understand how to work within a risk management process.
Assessment criteria
The learner can:
2.1 explain the key principles and values that should underpin effective risk management and how these contribute to the protection of individuals:
<ul style="list-style-type: none"> • positive risk taking in addition to risk of harm • considering a range of types of risks • evidence based approach • forward planning to reduce risk of harm • specifying warning signs • contingency planning • specifying roles and responsibilities • anti-discriminatory practice • regular review • effective record keeping
2.2 explain why and how agencies and workers should work together within the risk management process
2.3 explain how to involve carers and family members effectively and appropriately in the risk management process
2.4 describe the range of risk factors that should be considered during risk assessment for an individual in different types of risk situations:
<ul style="list-style-type: none"> • risk of harm to self • risk of harm to others • risk of being harmed by others • risk of being harmed by mental health services
2.5 describe the role of suicide reduction strategies and explain how they can inform actions within a risk management process.

Unit 310

Use effective communication and build relationships in mental health work CMH306

UAN:	R/602/0170
Level:	Level 3
Credit value:	5
GLH:	17
Aim:	This unit aims to enable the learner to use effective communication skills to develop and sustain relationships with service users, carers and colleagues. It also looks at how to support service users in building and managing their social networks because the strength of an individual's social network is a key factor in maintaining mental health.

Learning outcome
The learner will: 1. Understand key principles for communication and relationships in mental health work.
Assessment criteria
The learner can: 1.1 evaluate the role of effective communication in building relationships and promoting recovery of individuals 1.2 explain the following key principles that should underpin communication and relationships in mental health work: <ul style="list-style-type: none">• reliability• clarity about boundaries• being genuine• positive attitude and hopefulness• open to ideas• non-judgemental• active listening• showing respect• realistic expectations• sharing information• working together as equal partners 1.3 explain how to build positive relationships using principles from at least one of the following theories about communication:

- person centred
- cognitive-behavioural
- transactional analysis
- motivational interviewing
- solution focused
- psychodynamic
- systemic.

Learning outcome

The learner will:

2. Apply effective communication skills in building and sustaining relationships in mental health work with individuals and carers.

Assessment criteria

The learner can:

- 2.1 apply key communication skills to build and sustain relationships in a mental health context including:
 - active listening
 - empathy and validation
 - types of questions
 - checking understanding
 - summarising
- 2.2 explain how mental health problems may impact on an individual's ability or wish to communicate and form relationships
- 2.3 explain common barriers to communication and relationships between service users and mental health workers including:
 - conflicting opinions
 - powerful emotions
 - past experiences
 - stereotypes and assumptions
 - environment
 - personality clashes
 - unrealistic expectations
 - issues of power and control
 - cultural differences
 - overload
 - organisational dynamics
- 2.4 demonstrate how to overcome at least two common barriers to communication and relationships between service users and mental health workers
- 2.5 explain common barriers to communication and relationships between carers/family members and mental health workers and explain how these may be overcome:
 - conflicting opinions
 - powerful emotions
 - past experiences
 - stereotypes and assumptions
 - environment

	<ul style="list-style-type: none"> • personality clashes • unrealistic expectations • issues of power and control • cultural differences • overload • organisational dynamics
2.6	identify situations in which a mental health worker may need additional support to communicate and build relationships
2.7	evaluate the potential contribution to communication and relationship building of the following main sources of specialist support: <ul style="list-style-type: none"> • interpreters • translators • speech therapy • psychologists • advocacy • equipment • communication aids.

Learning outcome	
The learner will:	
3. Understand how to support individuals in their relationships.	
Assessment criteria	
The learner can:	
3.1	Explain the importance of relationships for promoting or maintaining well-being and mental health
3.2	describe the factors that can impact on the ability of an individual to develop or maintain a strong social network
3.3	describe the impact of mental health problems on relationships between individuals and their carers, family and friends
3.4	describe the support needs of carers, family and friends of individuals at key stages: <ul style="list-style-type: none"> • when a person first develops mental health problems • if an individual goes into psychiatric care • over the longer term
3.5	explain how mental health workers may support an individual in their relationships at different stages in a relationship including: <ul style="list-style-type: none"> • initiating • developing/changing • maintaining • ending
3.6	explain how to enable carers, family and friends of people with mental health problems to access support.

Unit 311

Enable mental health service users and carers to manage change CMH307

UAN:	Y/602/0171
Level:	Level 3
Credit value:	3
GLH:	11
Aim:	This unit aims to provide the learner with an understanding of the different ways in which change may impact on individuals. The unit also focuses on how to support service users and carers through a change process. Changes may include changes which an individual wants to make and those which are due to circumstances.

Learning outcome
The learner will: 1. Understand the different ways in which individuals may react to change.
Assessment criteria
The learner can: 1.1 explain the positive and negative changes that may be experienced by people with mental health problems 1.2 explain the positive and negative changes that may be experienced by carers, family, friends and others in the individual's network 1.3 explain how change may impact on mental health workers 1.4 explain how a theory about the impact of change may help us understand the different ways in which people respond to change.

Learning outcome
The learner will: 2. Apply an active approach in supporting service users or carers to manage change.
Assessment criteria
The learner can: 2.1 explain how mental health problems may affect an individual's ability to cope with and manage change 2.2 explain how to help service users and carers take each of the

following active approaches to managing change:

- encouraging openness
- exploring options
- identifying losses and gains
- exploring obstacles
- problem solving
- goal planning
- identifying sources of support
- finding ways of keeping motivated
- maintaining hopefulness
- acknowledging and anticipating setbacks
- reinforcing achievements

2.3 apply an active approach to enable service users or carers to manage change.

Unit 312

Effective team and joint working in mental health CMH308

UAN:	D/602/0172
Level:	Level 3
Credit value:	3
GLH:	13
Aim:	This unit aims to provide the learner with an understanding of what they need to do to contribute to effective team working. The unit also focuses on the common barriers that prevent effective team working and aims to enable learners to overcome barriers and promote positive working relationships.

Learning outcome
The learner will: 1. Understand how to contribute to an effective team working environment.
Assessment criteria
The learner can: 1.1 explain the contribution of effective working relationships in promoting the well-being and mental health of: <ul style="list-style-type: none">• service users• carers• workers 1.2 explain how the following key elements contribute to an effective team working environment: <ul style="list-style-type: none">• effective and accessible policies and procedures• clear job descriptions• defined boundaries of role• clear aims and objectives• regular review of team working• continuous development for workers• supervision and support• access to current information on best practice, help and guidance• audit and quality management

- effective communication systems
- 1.3 explain how an individual worker can contribute to an effective team working environment.

Learning outcome
The learner will: 2. be able to apply strategies to promote effective team and joint working
Assessment criteria
The learner can: 2.1 explain common barriers to establishing and maintaining effective working relationships arising from: <ul style="list-style-type: none">• differing values• differing approaches• structures and systems• power dynamics• access to resources• group processes and dynamics• inter-personal conflicts• communication channels• differing pressures and demands• physical environment 2.2 explain how to overcome common barriers to effective working relationships between individuals within a home team, in a multi-disciplinary context and between agencies 2.3 apply a strategy to promote effective team working within either a home team, multi-disciplinary or multi agency context.

Unit 312

Effective team and joint working in mental health CMH308

Supporting information

Guidance

Assessment

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

Learning outcomes 2 Assessment criteria 3 must be assessed in a real work environment

Unit 313

Enable individuals with behavioural difficulties to develop strategies to change their behaviour HSC3058

UAN:	L/601/9034
Level:	Level 3
Credit value:	8
GLH:	41
Aim:	This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies.

Learning outcome
The learner will: 1. Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour.
Assessment criteria
The learner can: 1.1 describe how legislation affects policy and practice when working with individuals to manage their behaviour 1.2 describe the methods and approaches available to help an individual change their behaviour.

Learning outcome
The learner will: 2. Understand the factors that influence behaviour
Assessment criteria
The learner can: 2.1 explain how different factors relating to the individual can affect behaviour 2.2 describe the potential effects of the environment and the behaviour of others on individuals.

Learning outcome
The learner will: 3. Work with individuals to recognise the impact of their behaviour on others.
Assessment criteria
The learner can: 3.1 describe why it is important to establish a professional relationship with an individual and others when working on behaviour management 3.2 work with individuals and others to gather and review information 3.3 support the individual and others significant to the individual to recognise their behavioural responses to different situations 3.4 encourage the individual to consider the impact of their behaviour.

Learning outcome
The learner will: 4. Enable people to develop strategies for changing behavioural responses.
Assessment criteria
The learner can: 4.1 work with an individual to identify and agree the factors which will motivate them to change their behaviour 4.2 explain to an individual the positive outcomes of changing behaviours 4.3 support an individual to identify situations and circumstances which trigger specific behavioural responses 4.4 explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to change 4.5 work with the individual to identify and agree coping strategies they are willing to use 4.6 support an individual to develop and practise the agreed strategies and to sustain their motivation 4.7 record the individual's agreement and motivation to change their behaviour in line with agreed ways of working 4.8 list any potential barriers to progress and ways in which these barriers can be addressed 4.9 describe the additional advice and support available when an individual does not engage with the process.

Learning outcome
The learner will: 5. Evaluate and review strategies for changing behavioural responses.
Assessment criteria
The learner can: 5.1 conduct regular reviews

- 5.2 assist the individual and others significant to the individual to evaluate the effectiveness of strategies for changing behavioural responses
- 5.3 use the positive outcomes identified through the review process to motivate the individual
- 5.4 give constructive feedback on progress
- 5.5 encourage individuals to find ways in which to sustain their behaviour change
- 5.6 record what has and has not been achieved and identify any future work required
- 5.7 report the results of the review to all those who have a right and need to receive them.

Unit 313

Enable individuals with behavioural difficulties to develop strategies to change their behaviour HSC3058

Supporting information

Assessment

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

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

Guidance

Methods and approaches include:

- Motivational interviewing
- Cognitive behavioural therapy
- Solution focused therapy
- Adult learning methods.

Factors relating to the individual may include:

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

Others may include:

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

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

Unit 314

Work in partnership with families to support individuals HSC3038

UAN:	H/601/8147
Level:	Level 3
Credit value:	4
GLH:	27
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals.

Learning outcome
The learner will: 1. Understand partnership working with families.
Assessment criteria
The learner can: 1.1 analyse the contribution of families to the care and/or support of individuals 1.2 identify factors that may affect the level of involvement of family members in care and/or support 1.3 describe dilemmas or conflicts that may arise when working in partnership with families to support individuals 1.4 explain how the attitudes of a worker affect partnership working with families.

Learning outcome
The learner will: 2. Establish and maintain positive relationships with families.
Assessment criteria
The learner can: 2.1 interact with family members in ways that respect their culture, experiences and expertise 2.2 demonstrate dependability in carrying out actions agreed with families 2.3 describe principles for addressing dilemmas or conflicts that may arise in relationships with families.

Learning outcome
The learner will: 3. Plan shared approaches to the care and support of individuals with families.
Assessment criteria
The learner can: 3.1 agree with the individual, family members and others the proposed outcomes of partnership working with a family 3.2 clarify own role, role of family members, and roles of others in supporting the individual 3.3 support family members to understand person centred approaches and agreed ways of working 3.4 plan ways to manage risks associated with sharing care or support 3.5 agree with the individual and family members processes for monitoring the shared support plan.

Learning outcome
The learner will: 4. Work with families to access support in their role as carers.
Assessment criteria
The learner can: 4.1 work with family members to identify the support they need to carry out their role 4.2 provide accessible information about available resources for support 4.3 work with family members to access resources.

Learning outcome
The learner will: 5. Exchange and record information about partnership work with families
Assessment criteria
The learner can: 5.1 exchange information with the individual and family members about: <ul style="list-style-type: none"> • implementation of the plan • changes to needs and preferences.

Learning outcome
The learner will: 6. Contribute to reviewing partnership work with families.
Assessment criteria

<p>The learner can:</p> <ul style="list-style-type: none"> 6.1 agree criteria and processes for reviewing partnership work with families 6.2 agree criteria and processes for reviewing support for family members 6.3 encourage the individual and family members to participate in the review 6.4 carry out own role in the review of partnership working.
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<p>Learning outcome</p>
<p>The learner will:</p> <ul style="list-style-type: none"> 7. Provide feedback about support for families.
<p>Assessment criteria</p>
<p>The learner can:</p> <ul style="list-style-type: none"> 7.1 provide feed back to others about the support accessed by family members 7.2 report on any gaps in the provision of support for family members 7.3 describe ways to challenge information or support that is discriminatory or inaccessible.

Unit 314

Work in partnership with families to support individuals HSC3038

Supporting information

Assessment

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

Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.

Guidance

An individual is someone requiring care or support

Others may include:

- organisations providing support to family members
- other professionals.

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

Resources may include:

- materials and equipment
- training
- financial support
- transport
- support groups
- therapeutic services
- other professionals.

Unit 315

Support individuals with specific communication needs HSC3029

UAN:	T/601/8282
Level:	Level 3
Credit value:	5
GLH:	35
Aim:	This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

Learning outcome
The learner will: 1. Understand specific communication needs and factors affecting them.
Assessment criteria
The learner can: 1.1 explain the importance of meeting an individual's communication needs 1.2 explain how own role and practice can impact on communication with an individual who has specific communication needs 1.3 analyse features of the environment that may help or hinder communication 1.4 analyse reasons why an individual may use a form of communication that is not based on a formal language system 1.5 identify a range of communication methods and aids to support individuals to communicate 1.6 describe the potential effects on an individual of having unmet communication needs.

Learning outcome
The learner will: 2. Contribute to establishing the nature of specific communication needs of individuals and ways to address them.
Assessment criteria
The learner can:

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

Learning outcome
The learner will: 3. Interact with individuals using their preferred communication.
Assessment criteria
The learner can: 3.1 prepare the environment to facilitate communication 3.2 use agreed methods of communication to interact with the individual 3.3 monitor the individual's responses during and after the interaction to check the effectiveness of communication 3.4 adapt own practice to improve communication with the individual.

Learning outcome
The learner will: 4. Promote communication between individuals and others.
Assessment criteria
The learner can: 4.1 support the individual to develop communication methods that will help them to understand others and be understood by them 4.2 provide opportunities for the individual to communicate with others 4.3 support others to understand and interpret the individual's communication 4.4 support others to be understood by the individual by use of agreed communication methods.

Learning outcome
The learner will: 5. Know how to support the use of communication technology and aids
Assessment criteria
The learner can: 5.1 identify specialist services relating to communication technology and aids 5.2 describe types of support that an individual may need in order to use communication technology and aids 5.3 explain the importance of ensuring that communication equipment is correctly set up and working properly.

Learning outcome

The learner will:

6. Review an individual's communication needs and the support provided to address them.

Assessment criteria

The learner can:

- 6.1 collate information about an individual's communication and the support provided
- 6.2 contribute to evaluating the effectiveness of agreed methods of communication and support provided
- 6.3 work with others to identify ways to support the continued development of communication.

Unit 315

Support individuals with specific communication needs HSC3029

Supporting information

Assessment

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

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

Guidance

Aids may include:

- Technological aids
- Human aids.

An individual is someone with specific communication needs who requires care or support.

Others may include:

- family
- advocates
- specialist communication professionals
- others who are important to the individual's well-being.

Information may include:

- Observations
- Records
- Feedback from the individual and others.

Unit 316

Interact with and support individuals using telecommunications HSC3062

UAN:	Y/601/8825
Level:	Level 3
Credit value:	5
GLH:	36
Aim:	This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.

Learning outcome
The learner will: 1. Understand the legal and local requirements relating to the use of telecommunications when supporting individuals.
Assessment criteria
The learner can: 1.1 describe the legal and local requirements and policies relevant to the functions being carried out 1.2 explain the rights of the individual being supported using telecommunications.

Learning outcome
The learner will: 2. Be able to use telecommunication technology.
Assessment criteria
The learner can: 2.1 use different types of telecommunication technology 2.2 explain how interactions may differ depending on the type of telecommunication technology used 2.3 respond to individuals according to organisational policies 2.4 record details of interactions in the appropriate system.

Learning outcome
The learner will: 3. Be able to engage with individuals using telecommunications
Assessment criteria
The learner can: 3.1 engage with the individual without face to face interaction including: <ul style="list-style-type: none"> • providing opportunities to sustain the interaction • providing reassurance of continued interest • encouraging individuals to share their concerns • responding to the individual's immediate requirements at each stage during the interaction • recognising where anonymity may encourage them to respond 3.2 provide information about the service and confirm its appropriateness to the individual 3.3 identify the significance of the circumstances the individual is in 3.4 encourage callers to provide additional information about their situation or requirements 3.5 maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service 3.6 comply with legal and organisational requirements and policies relevant to the functions being carried out.

Learning outcome
The learner will: 4. Be able to identify and evaluate any risks or dangers for individuals during the interaction.
Assessment criteria
The learner can: 4.1 identify the types of risks or dangers different individuals might face 4.2 evaluate the implications of any risk or dangers facing an individual, including: <ul style="list-style-type: none"> • the circumstances in which the interaction is being made • the types of problems which could occur • the significance of any signs of increased stress during interactions • whether there are any constraints on individuals • the appropriate action to deal with any risks, dangers or problems.

Learning outcome
The learner will: 5. Be able to terminate the interaction.
Assessment criteria

The learner can:

- 5.1 demonstrate how to end interactions including:
 - identifying when to close the interaction
 - providing clear information to the individual on the reasons for ending the interaction
 - operating to the guidelines and procedures of the organisation
 - explaining what further action may be taken
- 5.2 identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
- 5.3 record and check the individual's demographic details
- 5.4 identify why recording and checking details might be required before ending/transferring the call.

Unit 316 **Interact with and support
individuals using
telecommunications HSC3062**

Supporting information

Assessment

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

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

Unit 317

Contribute to raising awareness of health issues HSC3001

UAN:	T/601/9927
Level:	Level 3
Credit value:	4
GLH:	26
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work as part of a team to raise awareness of health issues.

Learning outcome
The learner will: 1. Understand factors affecting awareness-raising activities about health issues.
Assessment criteria
The learner can: 1.1 analyse reasons why it may be necessary to raise awareness of health issues 1.2 compare the roles of agencies and others who may be involved in raising awareness of health issues 1.3 describe factors to consider when planning awareness-raising activities.

Learning outcome
The learner will: 2. Be able to recognise the need for raising awareness of health Issues.
Assessment criteria
The learner can: 2.1 access information and support about health issues and approaches to raising awareness 2.2 identify with others any health issues affecting individuals about which awareness needs to be raised 2.3 review with others the demand for and interest in raising awareness of a particular health issue.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 5.1 work with others to agree processes and criteria for reviewing the programme of activities
- 5.2 collate and present information about the activities
- 5.3 work with others to review the effectiveness of the programme
- 5.4 make recommendations for changes to awareness-raising activities.

Unit 317

Contribute to raising awareness of health issues HSC3001

Supporting information

Assessment

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

Guidance

Health issues may include:

- Specific health needs
- Actions or behaviours that may put health or development at risk

Others may include:

- Co-workers, line manager and other professionals
- Carers, friends and relatives of individuals
- Others who are important to the well-being of individuals

An individual is someone requiring care or support

The plan may include:

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

Activities may include:

- Consultations
- Interviews
- Questionnaires
- Presentations
- Displays/posters
- Discussion groups
- Self-analysis checklists

Information may include information about:

- Processes
- Outcomes

- Impact on target audience
- Cost effectiveness.

Unit 318

Recognise indications of substance misuse and refer individuals to specialists ASM1

UAN:	M/601/0648
Level:	Level 3
Credit value:	4
GLH:	24
Aim:	This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.

Learning outcome
The learner will: 1. Be able to recognise indications of substance misuse.
Assessment criteria
The learner can: 1.1 identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents) 1.2 identify possible indications of substance misuse (eg physical, behavioural, social, emotional) 1.3 identify other factors which produce indications that may be interpreted as caused by substance misuse 1.4 show how to obtain specialist assistance where required 1.5 show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date.

Learning outcome
The learner will: 2. Be able to assess and monitor risk.
Assessment criteria
The learner can: 2.1 assess the risk to the individual and to others which may result from

<p>substance misuse, in accordance with organisational procedures</p> <p>2.2 review the assessment of risk and explain why this is important</p> <p>2.3 demonstrate appropriate action which may be required in the light of changes to the situation and level of risk.</p>
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Learning outcome
<p>The learner will:</p> <p>3. Be able to handle information and maintain records.</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 identify situations and actions taken in line with organisational requirements and explain the importance of doing so</p> <p>3.2 identify the rights of individuals and the principle of confidentiality.</p>

Learning outcome
<p>The learner will:</p> <p>4. Be able to refer individuals to appropriate services.</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 identify the range of services relevant to substance misuse available locally and nationally</p> <p>4.2 demonstrate how to refer individuals to services in line with organisational requirements</p> <p>4.3 provide appropriate services with complete and accurate information about the situation in line with organisational requirements.</p>

Unit 318 **Recognise indications of
substance misuse and refer
individuals to specialists**
ASM1

Supporting information

Assessment

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

Unit 319

Increase awareness about drugs, alcohol and other substances with individuals and groups ASM8

UAN:	H/501/0586
Level:	Level 3
Credit value:	7
GLH:	42
Aim:	This unit is for those who need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness raising may be with children and young people, or with other people who need to know about substances e.g. because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances.

Learning outcome
The learner will: 1. Understand legislation and policy relevant to substance use.
Assessment criteria
The learner can: 1.1 identify the legislation which relates to substance use and describe the difference between legal and illegal drugs 1.2 describe government policy in relation to substance use services eg prevention, treatment and rehabilitation 1.3 identify key organisations that are designed to deliver the government's strategy on drugs and alcohol 1.4 describe the legislation, policy and procedures regarding equality and confidentiality of information.

Learning outcome
The learner will: 2. Understand substance use, its effects and treatments.
Assessment criteria
The learner can: 2.1 describe the different substances which are available and the

	effects they have on the body eg stimulants, sedatives and hallucinogenics
2.2	identify the street names for substances, and how these change over time and in different locations
2.3	describe the dangers of substance use e.related to quantity, frequency, purity and polydrug use
2.4	describe the methods of substance use and the risks associated with the different methods
2.5	explain the inter-relationship between the background of individuals and the effect of substances on them; eg experience and expectations, mental and psychological state, physical health etc
2.6	identify reasons why individuals use substances and the influence on substance use of individuals' age, gender, economic disadvantage and/or emotional deprivation
2.7	describe the relationship between substance use, crime and antisocial behaviour.

Learning outcome	
The learner will:	
3.	Be able to identify individuals' knowledge and values about substance.
Assessment criteria	
The learner can:	
3.1	enable individuals to talk about and identify what they know and understand about substance use
3.2	support individuals to explore their feelings and values about substance use
3.3	interact with individuals in a manner that encourages an open exchange of views and is non judgemental.

Learning outcome	
The learner will:	
4.	Be able to increase individuals' knowledge and understanding of substances.
Assessment criteria	
The learner can:	
4.1	identify the gaps in individuals' knowledge and understanding about substances, their use and effects
4.2	demonstrate how the values and beliefs of individuals may need to be challenged in their own interests and those of others
4.3	provide learning opportunities in a manner sensitive to individuals' needs and confidence
4.4	ensure that the content of the learning provision is accurate and based on up-to-date evidence.

Unit 319

Increase awareness about drugs, alcohol and other substances with individuals and groups ASM8

Supporting information

Assessment

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

Unit 320

Support individuals to access housing and accommodation services HSC3027

UAN:	K/601/7906
Level:	Level 3
Credit value:	4
GLH:	24
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.

Learning outcome
The learner will: 1. Understand support available to access housing and accommodation services.
Assessment criteria
The learner can: 1.1 identify sources of funding and benefits that are available for housing and accommodation services 1.2 analyse the range of housing and accommodation services available 1.3 explain how and where to access specialist information and advice about housing and accommodation services.

Learning outcome
The learner will: 2. Be able to work with individuals to identify housing and accommodation services that meet their needs.
Assessment criteria
The learner can: 2.1 work with an individual to identify their accommodation requirements 2.2 work with the individual to understand the range of accommodation services that could meet their needs 2.3 support the individual to understand requirements that may be made by housing and accommodation services.

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.

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:

- monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences
 - 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.

Unit 320

Support individuals to access housing and accommodation services HSC3027

Supporting information

Assessment

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

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

Guidance

An individual is someone requiring care or support

A plan may include:

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

Others may include:

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

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

Unit 321

Support individuals to prepare for and settle in to new home environments HSC3034

UAN:	T/601/7908
Level:	Level 3
Credit value:	3
GLH:	23
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to prepare for and settle in to new home environments.

Learning outcome
The learner will: 1. Understand factors affecting a move to a new home environment.
Assessment criteria
The learner can: 1.1 identify reasons why individuals may move to a new home environment 1.2 explain the effects that moving may have on an individual and their personal relationships 1.3 analyse strategies that can help a move to go smoothly.

Learning outcome
The learner will: 2. Be able to support individuals to prepare to move into new home environments.
Assessment criteria
The learner can: 2.1 access information and advice to support an individual to move and settle into a new home environment 2.2 provide an individual and others with information about the proposed new home environment 2.3 work with the individual and others to plan for the move 2.4 support the individual to express their feelings about the move and any concerns they may have 2.5 demonstrate strategies to address concerns.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Unit 321

Support individuals to prepare for and settle in to new home environments HSC3034

Supporting information

Assessment

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

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

Guidance

A move to a new home environment may include:

- Temporary moves
- Permanent moves
- Home to residential care
- Hospital to home
- Ward to ward
- Homelessness to hostel
- Residential care to independent living
- Home to sheltered accommodation

An individual is someone requiring care or support

Others may include:

- Carers
- Friends and relatives
- Professionals
- Others who are important to the individual's well-being

The plan to prepare for a move will incorporate:

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

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

Unit 322

Facilitate learning and development activities to meet individual needs and preferences HSC3004

UAN:	L/601/8644
Level:	Level 3
Credit value:	5
GLH:	35
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to plan, take part in and evaluate learning or development activities.

Learning outcome
The learner will: 1. Understand the role of learning and development activities in meeting individual needs.
Assessment criteria
The learner can: 1.1 describe the benefits to individuals of engaging in learning or development activities 1.2 analyse the purpose of a range of learning or development activities in which individuals may participate 1.3 explain how individual needs and preferences may influence how learning and development activities are accessed or delivered.

Learning outcome
The learner will: 2. Be able to identify learning and development activities to meet individual needs and preferences.
Assessment criteria
The learner can: 2.1 support the individual to communicate their goals, needs and preferences about learning or development activities 2.2 provide the individual and others with information on possible learning or development activities 2.3 assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities

2.4 work with the individual and others to agree learning or development activities that will suit the individual.

Learning outcome
The learner will: 3. Be able to plan learning and development activities with individuals
Assessment criteria
The learner can: 3.1 describe factors that may affect the way a programme of learning or development activities is implemented and supported 3.2 establish with the individual and others a plan for implementing the programme of activities 3.3 assess risks in line with agreed ways of working.

Learning outcome
The learner will: 4. Be able to prepare for learning and development activities.
Assessment criteria
The learner can: 4.1 obtain or prepare resources or equipment needed for the activity 4.2 describe how resources or equipment might be adapted to meet the needs of an individual 4.3 support the individual to prepare for an activity so as to minimise risks and maximise their participation 4.4 prepare the environment so that the activity can be carried out safely and effectively.

Learning outcome
The learner will: 5. Be able to facilitate learning and development activities with individuals.
Assessment criteria
The learner can: 5.1 carry out agreed role in facilitating the activity 5.2 support the individual to engage with the activity in a way that promotes active participation 5.3 encourage the individual to give feedback about how the activity is implemented and the support provided 5.4 make adjustments in response to feedback.

Learning outcome
The learner will: 6. Be able to evaluate and review learning and development activities.

Assessment criteria

The learner can:

- 6.1 agree with the individual and others the process and criteria for evaluation of the activity and the support provided
- 6.2 collate and present information for evaluation as agreed
- 6.3 use agreed criteria to evaluate the activity with the individual and others
- 6.4 make recommendations for any changes in the activity, its implementation or the support provided
- 6.5 explain the importance of recognising progress achieved through a learning or development activity.

Unit 322

Facilitate learning and development activities to meet individual needs and preferences HSC3004

Supporting information

Assessment

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

Guidance

Learning and development activities may include:

- Intellectual pursuits
- Activities to promote fitness or mobility
- Activities relating to skills development
- Activities to promote participation and interaction

An individual is someone requiring care or support

Others may include:

- Family members
- Advocates
- Line Manager
- Specialists
- Others who are important to the individual's well-being

A plan for a learning or development activity may include:

- The purpose of the activity
- How the activity will be implemented
- Timescales for implementation
- The roles and responsibilities of those involved
- The level and type of support required
- Resources or equipment needed
- Ways to minimise risks

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

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as

independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 323

Support individuals to manage their finances HSC345

UAN:	D/601/7904
Level:	Level 3
Credit value:	3
GLH:	20
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage and review their financial affairs, in accordance with their needs and preferences.

Learning outcome
The learner will: 1. Know how to access information and advice about financial affairs.
Assessment criteria
The learner can: 1.1 identify sources of information and advice about methods and services for managing personal finances 1.2 identify sources of information and advice about benefits and allowances 1.3 describe the role of others who may be involved in supporting individuals to manage their own finances 1.4 describe how and when to access specialist expertise about managing financial affairs 1.5 explain how to access advice on safeguarding against financial abuse.

Learning outcome
The learner will: 2. Be able to provide support for individuals to manage their finances.
Assessment criteria
The learner can: 2.1 identify legislation, codes of practice and agreed ways of working that apply when providing support to manage financial affairs 2.2 work with the individual to identify the skills they have for managing their own finances 2.3 identify an individual's preferred methods and services for

	managing their finances
2.4	provide support for managing finances in a way that promotes active participation and safeguards the individual
2.5	contribute to records and reports about finances in line with agreed ways of working.

Learning outcome	
The learner will:	
3.	Be able to contribute to applying for financial assistance.
Assessment criteria	
The learner can:	
3.1	provide support for an individual to check the benefits and allowances to which they are entitled
3.2	contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation.

Learning outcome	
The learner will:	
4.	Be able to contribute to reviewing support for managing finances.
Assessment criteria	
The learner can:	
4.1	agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
4.2	work with the individual to evaluate methods, services and support for managing finances
4.3	agree with the individual any changes to methods, services and support for managing finances
4.4	provide feedback to an organisation or agency about the effectiveness of financial information or support
4.5	explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support.

Supporting information

Assessment

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

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

Guidance

Methods and services for managing personal finances may include those for

- budgeting
- tracking income and expenditure
- making payments
- keeping money safely
- managing debts
- keeping financial records

Agreed ways of working will include policies and procedures where these exist and will indicate where others need to be involved

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

Others may include

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

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

Unit 324

Provide support to maintain and develop skills for every day life HSC3003

UAN:	L/601/8028
Level:	Level 3
Credit value:	4
GLH:	28
Aim:	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

Learning outcome
The learner will: 1. Understand the context of supporting skills for everyday life.
Assessment criteria
The learner can: 1.1 compare methods for developing and maintaining skills for everyday life 1.2 analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life 1.3 explain how maintaining, regaining or developing skills can benefit individuals.

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.

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.

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.

Unit 324

Provide support to maintain and develop skills for every day life HSC3003

Supporting information

Assessment

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

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

Guidance

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

Others may include:

- Family
- Advocates
- Team members
- Line Manager
- Specialists
- Others who are important to the individual's well-being

The **plan** may include:

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

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

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

Unit 325

Support individuals to access and use services and facilities HSC3013

UAN:	F/601/7927
Level:	Level 3
Credit value:	4
GLH:	25
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.

Learning outcome
The learner will: 1. Understand factors that influence individuals' access to services and facilities.
Assessment criteria
The learner can: 1.1 describe how accessing a range of services and facilities can be beneficial to an individual's well being 1.2 identify barriers that individuals may encounter in accessing services and facilities 1.3 describe ways of overcoming barriers to accessing services and facilities 1.4 explain why it is important to support individuals to challenge information about services that may present a barrier to participation.

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 325

Support individuals to access and use services and facilities HSC3013

Supporting information

Assessment

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

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

Guidance

Services and facilities may include:

- Services provided within an individual's home
- Services to enable an individual to meet their social care needs
- Community facilities

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

Information to be challenged may include information that is

- Misleading
- Inaccurate
- Discriminatory
- Inaccessible
- Excluding individuals

Unit 326

Facilitate person centred assessment, planning, implementation and review HSC3020

UAN:	H/601/8049
Level:	Level 3
Credit value:	6
GLH:	45
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to facilitate person-centred assessment, planning, implementation and review.

Learning outcome
The learner will: 1. Understand the principles of person centred assessment and care planning
Assessment criteria
The learner can: 1.1 explain the importance of a holistic approach to assessment and planning of care or support 1.2 describe ways of supporting the individual to lead the assessment and planning process 1.3 describe ways the assessment and planning process or documentation can be adapted to maximise an individual's ownership and control of it.

Learning outcome
The learner will: 2. Be able to facilitate person centred assessment.
Assessment criteria
The learner can: 2.1 establish with the individual a partnership approach to the assessment process 2.2 establish with the individual how the process should be carried out and who else should be involved in the process 2.3 agree with the individual and others the intended outcomes of the assessment process and care plan 2.4 ensure that assessment takes account of the individual's strengths

<p>and aspirations as well as needs</p> <p>2.5 work with the individual and others to identify support requirements and preferences.</p>
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Learning outcome
The learner will:
3. Be able to contribute to the planning of care or support.
Assessment criteria
The learner can:
3.1 take account of factors that may influence the type and level of care or support to be provided
3.2 work with the individual and others to explore options and resources for delivery of the plan
3.3 contribute to agreement on how component parts of a plan will be delivered and by whom
3.4 record the plan in a suitable format.

Learning outcome
The learner will:
4. Be able to support the implementation of care plans.
Assessment criteria
The learner can:
4.1 carry out assigned aspects of a care plan
4.2 support others to carry out aspects of a care plan for which they are responsible
4.3 adjust the plan in response to changing needs or circumstances.

Learning outcome
The learner will:
5. Be able to monitor a care plans
Assessment criteria
The learner can:
5.1 agree methods for monitoring the way a care plan is delivered
5.2 collate monitoring information from agreed sources
5.3 record changes that affect the delivery of the care plan.

Learning outcome
The learner will:
6. Be able to facilitate a review of care plans and their implementation.
Assessment criteria
The learner can:
6.1 seek agreement with the individual and others about:

- who should be involved in the review process
 - criteria to judge effectiveness of the care plan
- 6.2 seek feedback from the individual and others about how the plan is working
 - 6.3 use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives
 - 6.4 work with the individual and others to agree any revisions to the plan
 - 6.5 document the review process and revisions as required.

Unit 326 Facilitate person centred assessment, planning, implementation and review HSC3020

Supporting information

Assessment

Unit must be assessed in accordance with Skills for Care Development's Assessment Principles

Guidance

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

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

Others may include:

- Carers
- Friends and relatives
- Professionals
- Others who are important to the individual's well-being

Factors may include:

- Feasibility of aspirations
- Beliefs, values and preferences of the individual
- Risks associated with achieving outcomes
- Availability of services and other support options

Options and resources should consider:

- Informal support
- Formal support
- Care or support services
- Community facilities
- Financial resources
- Individual's personal networks

Revisions may include:

- Closing the plan if all objectives have been met
- Reducing the level of support to reflect increased independence
- Increasing the level of support to address unmet needs
- Changing the type of support

- Changing the method of delivering support

Unit 327

Provide support to continue recommended therapies HSC3002

UAN:	A/601/9028
Level:	Level 3
Credit value:	3
GLH:	20
Aim:	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Learning outcome
The learner will: 1. Understand the importance of supporting individuals to continue recommended therapies.
Assessment criteria
The learner can: 1.1 analyse the potential benefits of recommended therapies to an individual's health and wellbeing 1.2 describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation.

Learning outcome
The learner will: 2. Be able to encourage individuals to complete activities recommended by therapists.
Assessment criteria
The learner can: 2.1 establish agreement on an individual's needs and preferences about continuing a recommended therapy 2.2 provide opportunities for an individual to access information about the benefits of continuing the recommended therapy 2.3 describe how to overcome an individual's fears or concerns about continuing the recommended therapy.

Learning outcome

The learner will:

3. Be able to provide support to continue recommended therapy.

Assessment criteria

The learner can:

- 3.1 clarify with the therapist the information needed before providing support for the therapy
- 3.2 promote active participation during therapy
- 3.3 address difficulties encountered during therapy
- 3.4 provide constructive feedback and encouragement to the individual during therapy.

Learning outcome

The learner will:

4. Be able to observe, record and report on observations during recommended therapy.

Assessment criteria

The learner can:

- 4.1 establish with the individual and others what observations need to be made during therapy sessions
- 4.2 carry out agreed observations
- 4.3 record agreed observations as required
- 4.4 report on the findings of observations to individuals and others.

Learning outcome

The learner will:

5. Be able to contribute to evaluation and review of recommended therapies.

Assessment criteria

The learner can:

- 5.1 work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
- 5.2 carry out agreed role to support the evaluation, using observations and feedback from the individual and others
- 5.3 agree changes to therapy sessions or the support provided.

Unit 327

Provide support to continue recommended therapies HSC3002

Supporting information

Assessment

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

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Guidance

Therapies may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

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

Information may include:

- intended outcomes of the therapy
- activities needed to continue the therapy
- learner's role and responsibilities
- how to set up the environment and use equipment and materials
- most effective ways of supporting an individual

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

Ways to **address difficulties** may include

- making adjustments to the level or type of support provided
- stopping therapy activities if individual is in pain or distress
- seeking additional support from therapists and others when problems and difficulties are beyond own competence

Others may include:

- family
- friends
- advocates
- specialist therapists

- others who are important to the individual's well-being.

Unit 328

Promote good practice in handling information in health and social care settings HSC038

UAN:	J/601/9470
Level:	Level 3
Credit value:	2
GLH:	16
Aim:	This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Learning outcome
The learner will: 1. Understand requirements for handling information in health and social care settings.
Assessment criteria
The learner can: 1.1 identify legislation and codes of practice that relate to handling information in health and social care 1.2 summarise the main points of legal requirements and codes of practice for handling information in health and social care.

Learning outcome
The learner will: 2. Be able to implement good practice in handling information.
Assessment criteria
The learner can: 2.1 describe features of manual and electronic information storage systems that help ensure security 2.2 demonstrate practices that ensure security when storing and accessing information 2.3 maintain records that are up to date, complete, accurate and legible.

Learning outcome
The learner will: 3. Be able to support others to handle information
Assessment criteria
The learner can: 3.1 support others to understand the need for secure handling of information 3.2 support others to understand and contribute to records.

Unit 328

Promote good practice in handling information in health and social care settings HSC038

Supporting information

Assessment

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

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

Guidance

Others may include:

- Colleagues
- Individuals accessing care or support.

Unit 329

Reflect on and develop your practice HSC33

UAN:	H/601/3465
Level:	Level 3
Credit value:	4
GLH:	30
Aim:	This unit introduces learners with the knowledge and skills required to reflect on, evaluate and improve personal and professional practice.

Learning outcome
The learner will: 1. be able to identify the competence requirements of the job role.
Assessment criteria
The learner can: 1.1 identify what is required for competent, effective and safe practice 1.2 provide active support for individuals and key people.

Learning outcome
The learner will: 2. Be able to reflect on own performance.
Assessment criteria
The learner can: 2.1 regularly review performance in the job role 2.2 use constructive feedback from individuals to develop practice 2.3 identify supervision and support required.

Learning outcome
The learner will: 3. Be able to implement a plan to improve performance.
Assessment criteria
The learner can: 3.1 identify any actions needed to improve practice 3.2 prioritise aspects of practice that need to be enhanced

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|--|
| 3.3 prepare SMART objectives using available resources |
| 3.4 utilise development opportunities. |

Learning outcome

The learner will:

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|---|
| 4. Be able to evaluate the effectiveness of the development plan. |
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Assessment criteria

The learner can:

- | |
|---|
| 4.1 reflect on practice following implementation of the plan |
| 4.2 demonstrate improvement in practice |
| 4.3 regularly review the impact of the plan on working practice |
| 4.4 implement identified development opportunities. |

Learning outcome

The learner will:

- | |
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| 5. Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards. |
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Assessment criteria

The learner can:

- | |
|--|
| 5.1 work in accordance with the standard operating procedures (SOPs) at all times |
| 5.2 demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times |
| 5.3 keep up to date records of your personal and professional development. |

Supporting information

Guidance

The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria. Evidence must be provided across **all** the assessment criteria and must cover a variety of examples from the range, appropriate to the learners' practice. The activities must be the result of real work activities completed by learner and observed in the workplace as indicated in the centre requirements.

Simulation will not be accepted for the following learning outcomes: **1, 2, 3, 4 and 5**

Competent, effective and safe practice: could include

- regulatory standards
- standard
- operating procedures
- job competencies
- health
- safety and security,
- code of ethics
- training plans
- personal development plans

Key people could include

- Family
- Friends
- Patients
- team members
- carers
- others with whom the individual has a supportive relationship

Feedback

- verbal; in written form; electronic.
- Supervision and support
- Formal
- Informal

- provided from within your organisation; provided from outside your organisation.

Development opportunities

- Training
- educational programmes
- coaching
- personal and professional support.

Unit 330

Promote positive behaviour HSC3045

UAN:	F/601/3764
Level:	Level 3
Credit value:	6
GLH:	44
Aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

Learning outcome
The learner will: 1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support.
Assessment criteria
The learner can: 1.1 explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice 1.2 define what is meant by restrictive interventions 1.3 explain when restrictive interventions may and may not be used 1.4 explain who needs to be informed of any incidents where restrictive interventions have been used 1.5 explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour 1.6 describe safeguards that must be in place if restrictive physical interventions are used.

Learning outcome
The learner will: 2. Understand the context and use of proactive and reactive strategies.
Assessment criteria
The learner can: 2.1 explain the difference between proactive and reactive strategies 2.2 identify the proactive and reactive strategies that are used within own work role 2.3 explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and

<p>reactive strategies to be used</p> <p>2.4 explain the importance of maintaining a person or child centred approach when establishing proactive strategies</p> <p>2.5 explain the importance of reinforcing positive behaviour with individuals</p> <p>2.6 evaluate the impact on an individual's well being of using reactive rather than proactive strategies.</p>
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Learning outcome
The learner will:
3. Be able to promote positive behaviour.
Assessment criteria
The learner can:
3.1 explain how a range of factors may be associated with challenging behaviours
3.2 evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
3.3 highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
3.4 demonstrate how to model to others best practice in promoting positive behaviour.

Learning outcome
The learner will:
4. Be able to respond appropriately to incidents of challenging behaviour.
Assessment criteria
The learner can:
4.1 identify types of challenging behaviours
4.2 demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
4.3 explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
4.4 demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour.

Learning outcome
The learner will:
5. Be able to support individuals and others following an incident of challenging behaviour.
Assessment criteria
The learner can:
5.1 demonstrate methods to support an individual to return to a calm

	state following an incident of challenging behaviour
5.2	describe how an individual can be supported to reflect on an incident including: <ul style="list-style-type: none"> • how they were feeling at the time prior to and directly before the incident • their behaviour • the consequence of their behaviour • how they were feeling after the incident
5.3	describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour
5.4	demonstrate how to debrief others involved in an incident of challenging behaviour
5.5	describe the steps that should be taken to check for injuries following an incident of challenging behaviour.

Learning outcome	
The learner will:	
6.	Be able to review and revise approaches to promoting positive behaviour.
Assessment criteria	
The learner can:	
6.1	work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour
6.2	work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
6.3	demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour.

Supporting information

Assessment

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

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

Guidance

Challenging behaviour may include behaviours that are:

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

Individual

Child, young person or adult accessing a service

Well Being e.g.

- Emotional
- Psychological
- Physical

Factors

- Communication
- Environment
- Power imbalance
- Excessive demands
- Boredom
- Inconsistent approaches
- Lack of boundaries or goals
- Emotional expression
- Sensory needs
- Physical Health
- Mental Health
- An individual's past experiences
- Age and gender

Others may include:

- The individual
- Colleagues
- Families or carers
- Other professionals
- Members of the public
- Advocates

Antecedent, behaviour and consequences

Antecedent is what happens before the behaviour

Behaviour is the actions that are perceived as challenging behaviour or unwanted

Consequences are what happened as a result of the behaviour

Unit 331

Support positive risk taking for individuals HSC3066

UAN:	L/601/9549
Level:	Level 4
Credit value:	4
GLH:	32
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support positive risk-taking to benefit individuals.

Learning outcome
The learner will: 1. Understand the importance of risk taking in everyday life.
Assessment criteria
The learner can: 1.1 explain ways in which risk is an integral part of everyday life 1.2 explain why individuals may 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 individuals of a service focused approach to risk-assessment.

Learning outcome
The learner will: 3. Understand the legal and policy framework underpinning an individual's 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 3.2 describe how a human rights based approach supports an individual to make decisions and take risks.

Learning outcome
The learner will: 4. Be able to support individuals to make decisions about risks.
Assessment criteria
The learner can: 4.1 support an individual to recognise potential risk in different areas of their life 4.2 support the individual to balance choices with their own and others' health, safety and wellbeing 4.3 describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks 4.4 record all discussions and decisions made relating to supporting the individual to take risks.

Learning outcome
The learner will: 5. Be able to support individuals to take risks.
Assessment criteria
The learner can: 5.1 complete a risk assessment with an individual following agreed ways of working 5.2 communicate the content of the risk assessment to others 5.3 support the individual to take the risk for which the assessment has been completed 5.4 review and revise the risk assessment with the individual 5.5 evaluate with the individual how taking the identified risk has contributed to their well being.

Learning outcome
The learner will: 6. Understand duty of care in relation to supporting positive risk-taking.
Assessment criteria

The learner can:

- 6.1 explain how the principle of duty of care can be maintained while supporting individuals to take risks
- 6.2 describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger.

Unit 331

Support positive risk taking for individuals HSC3066

Supporting information

Assessment

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

Guidance

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

Different areas of their life may include

- Health
- Social
- Financial

Others may include

- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates

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

Unit 332

Support use of medication in social care settings HSC3047

UAN:	F/601/4056
Level:	Level 3
Credit value:	5
GLH:	40
Aim:	This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.

Learning outcome
The learner will: 1. Understand the legislative framework for the use of medication in social care settings.
Assessment criteria
The learner can: 1.1 identify legislation that governs the use of medication in social care settings 1.2 outline the legal classification system for medication 1.3 explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements.

Learning outcome
The learner will: 2. Know about common types of medication and their use.
Assessment criteria
The learner can: 2.1 identify common types of medication 2.2 list conditions for which each type of medication may be prescribed 2.3 describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication.

Learning outcome
The learner will: 3. Understand roles and responsibilities in the use of medication in social care settings.
Assessment criteria
The learner can: 3.1 describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication 3.2 explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements.

Learning outcome
The learner will: 4. Understand techniques for administering medication.
Assessment criteria
The learner can: 4.1 describe the routes by which medication can be administered 4.2 describe different forms in which medication may be presented 4.3 describe materials and equipment that can assist in administering medication.

Learning outcome
The learner will: 5. Be able to receive, store and dispose of medication supplies safely.
Assessment criteria
The learner can: 5.1 demonstrate how to receive supplies of medication in line with agreed ways of working 5.2 demonstrate how to store medication safely 5.3 demonstrate how to dispose of un-used or unwanted medication safely.

Learning outcome
The learner will: 6. Know how to promote the rights of the individual when managing medication.
Assessment criteria
The learner can: 6.1 explain the importance of the following principles in the use of medication: <ul style="list-style-type: none"> • consent • self-medication or active participation • dignity and privacy • confidentiality

- | | |
|-----|--|
| 6.2 | explain how risk assessment can be used to promote an individual's independence in managing medication |
| 6.3 | describe how ethical issues that may arise over the use of medication can be addressed. |

Learning outcome
The learner will: 7. Be able to support use of medication.
Assessment criteria
The learner can: 7.1 demonstrate how to access information about an individual's medication 7.2 demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation 7.3 demonstrate strategies to ensure that medication is used or administered correctly 7.4 demonstrate how to address any practical difficulties that may arise when medication is used 7.5 demonstrate how and when to access further information or support about the use of medication.

Learning outcome
The learner will: 8. Be able to record and report on use of medication.
Assessment criteria
The learner can: 8.1 demonstrate how to record use of medication and any changes in an individual associated with it 8.2 demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working.

Supporting information

Assessment

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

Learning outcomes 5, 7 and 8 must be assessed in the workplace.

Guidance

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

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

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

Using medication **correctly** must ensure that the individual receives:

- The correct medication
- In the correct dose
- By the correct route
- At the correct time
- With agreed support
- With respect for dignity and privacy

Practical difficulties may include:

- Lost medication
- Missed medication
- Spilt medication
- An individual's decision not to take medication
- Difficulty in taking medication in its prescribed form
- Wrong medication used
- Vomiting after taking medication
- Adverse reaction
- Discrepancies in records or directions for use

Unit 333

Assist with the transfer of individuals, who have mental health problems between agencies and services

UAN:	F/503/9982
Level:	Level 3
Credit value:	1
GLH:	6
Aim:	This unit is aimed at those who make arrangements to transfer individuals with mental health problems between agencies and services; it includes circumstances where someone may be referred either into or out of a service as well as circumstances where someone is referred within an agency.

Learning outcome
The learner will: 1. Understand how legislation and organisational policies impact on the transfer of individuals between agencies and service.
Assessment criteria
The learner can: 1.1 list legislation that impacts on arrangements for referring or transferring individuals between services 1.2 identify how organisational policies influence transfer arrangements.

Learning outcome
The learner will: 2. Apply agency and service procedures correctly in preparing people for and supervising them during transfer from one service to another.
Assessment criteria
The learner can: 2.1 obtain and utilise the necessary information about transfer arrangements 2.2 describe what information should be provided to meet the needs of individuals and others 2.3 prepare an individual for transfer in accordance with agency and service procedures

2.4	describe the roles and responsibilities of those involved in the transfer
2.5	identify the agencies requirements for support and monitoring of individuals
2.6	complete accurate records, store them as required and in accordance with confidentiality policies
2.7	plan arrangements necessary in order to monitor and review the individual's adjustment to change.

Learning outcome	
The learner will:	
3.	Respect the rights of the individual and value diversity
Assessment criteria	
The learner can:	
3.1	identify the support and assistance which individuals will need to help them make the transfer
3.2	show how an individuals culture and gender influence practice in preparing them for and supervising transfer arrangements
3.3	demonstrate how principles of equality, diversity and anti-discriminatory practice have been considered and applied in the course of a transfer
3.4	demonstrate how individuals and relevant people can be encouraged to seek information and express their views during the process of preparing for a transfer

Learning outcome	
The learner will:	
4.	Use communication skills effectively in working with individuals and the agencies and services to which they are being transferred.
Assessment criteria	
The learner can:	
4.1	explain the arrangements and reasons for a transfer clearly to individuals and others who might be involved
4.2	provide clear and accurate information about the support that will be provided and how people should seek further support should they need it
4.3	demonstrate how to provide support to individuals including situations where they may be distressed, anxious or angry
4.4	identify any disagreements that arise and negotiate with those involved
4.5	demonstrate how communication should be adapted to meet the needs of individuals and the requirements of different agencies.

Unit 333

Assist with the transfer of individuals, who have mental health problems between agencies and services

Supporting information

Assessment

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

Unit 334

Support individuals to manage their own recovery from mental health problems

UAN:	J/503/9983
Level:	Level 3
Credit value:	3
GLH:	10
Aim:	This unit aims to provide the learner with the knowledge, understanding and skills to support people in managing their own recovery from mental health problems in a variety of contexts, not just specialist mental health services.

Learning outcome
The learner will: 1. Understand the principles that promote and support well-being and recovery from mental health problems.
Assessment criteria
The learner can: 1.1 explain the biological, psychological and social factors that influence mental well-being and recovery from mental health problems 1.2 explain how the factors affect an individual's ability to apply the recovery principles. 1.3 describe how self-management approaches put the individual in control of their own recovery.

Learning outcome
The learner will: 2. Know the range of issues that may be addressed in a recovery plan.
Assessment criteria
The learner can: 2.1 explain how different aspects of the individual's life can be addressed in their recovery plan 2.2 evaluate the approaches and interventions that can support individuals in their recovery.

Learning outcome
The learner will: 3. Be able to support people to use approaches for managing their own recovery from mental health problems
Assessment criteria
The learner can: 3.1 apply recovery principles and values in their own actions and interactions with others. 3.2 support an individual in drawing up their own recovery plan 3.3 support an individual in putting their recovery plan into practice.

Unit 334 Support individuals to manage their own recovery from mental health problems

Supporting information

Assessment

Assessment criteria and should be assessed by observation.

Guidance

Biological factors:

- Exercise, activity and sleep
- Mental health
- Nutrition and diet
- Physical health
- Substance misuse

Psychological factors:

- A sense of control over our lives
- Learned patterns of thinking and behaving
- Personal resilience
- The impact of bereavement and loss
- The impact of childhood and early life experiences

Social factors:

- Basic human needs such as housing, money and safety
- Empowerment
- Personal relationships
- Social inclusion
- The impact of racism, discrimination and the stigma of mental health problems

Self management approaches

The approaches and interventions that can support people in their recovery may include:

- Advocacy
- Alternative and complementary therapies
- Arts therapies
- Crisis services
- Creative activities
- Employment, education and training

- Exercise, diet and nutrition
- Mutual self-help and peer support
- Psychiatric medication
- Positive role models and recovery narratives
- Social

Different **aspects** of people's lives may include:

- A sense of hope
- General health, mental and physical well-being
- Intimacy and sexuality
- Personal identity beyond their mental health problems
- Personal meaning to their life and experiences
- Personal relationships
- Personal resilience
- Spirituality

Self management programmes

- Defining their own outcomes
- Making their own plans

Developing their own support systems

WRAP or any other model for promoting self management
This may be a personally developed or formal model.

Actively manage their own recovery including:

- taking positive risks
- developing new skills
- maintaining a sense of hope

Unit 400

Support individuals to access and manage direct payments HSC2034

UAN:	H/601/7905
Level:	Level 4
Credit value:	6
GLH:	40
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage direct payments.

Learning outcome
The learner will: 1. Understand the role of direct payments.
Assessment criteria
The learner can: 1.1 explain the purpose of direct payments explain how direct payments relate to legislation and policies for providing care and support 1.2 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 whether a direct payment would be beneficial in meeting the individual's needs the level and type of support needed to manage the direct payment.

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.

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 400

Support individuals to access and manage direct payments HSC2034

Supporting information

Assessment

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

Learning outcomes 2, 3, 4, 6 and 7 must be assessed in a real work environment

Guidance

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

Others may include

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

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

Unit 401

Support individuals to access education, training or employment HSC347

UAN:	H/601/3546
Level:	Level 4
Credit value:	4
GLH:	31
Aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

Learning outcome
The learner will: 1. Understand the value of engagement in training, education or employment for individuals.
Assessment criteria
The learner can: 1.1 explain why engagement in education, training or employment opportunities can have a positive impact on the well being and quality of life of individuals.

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: <ul style="list-style-type: none"> • aspirations • skills and abilities • interests • experience • qualifications • support needs • preferred career pathway • personal circumstances • 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.

Learning outcome
The learner will: 5. Be able to support individuals to undertake education, training or employment.
Assessment criteria
The learner can: 5.1 outline own role and role of others in providing support to an individual to undertake education, training or employment 5.2 work with the individual and / or others to identify assistive technology; resources and support that may be needed to

undertake education, training or employment.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 6.1 review with the individual and / or others how well the education, training or employment opportunity has met 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.

Unit 401

Support individuals to access education, training or employment HSC347

Supporting information

Assessment

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

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

Guidance

Well Being e.g.

- Emotional
- Psychological
- Physical

Others could include:

- Other professionals
- Specialist employment agencies
- Careers services
- Job coach
- Learning providers
- Employers
- Carers / family members
- Advocates
- Colleagues

Unit 402

Understanding Suicide Interventions

UAN:	L/503/9984
Level:	Level 4
Credit value:	6
GLH:	43
Aim:	This unit is aimed at individuals who have a role in contributing to suicide prevention. This may include workers in the health and social care, education or criminal justice sectors and members of local communities who form part of a network of support within an organised suicide prevention framework. It provides an understanding of the factors that may lead to suicidal behaviour and knowledge of the key components of suicide prevention.

Learning outcome
The learner will: 1. Understand suicidal behaviour, its causes and prevalence.
Assessment criteria
The learner can: 1.1 differentiate between various interpretations of suicidal behaviour. 1.2 analyse the factors that lead to suicidal behaviour. 1.3 interpret information on the prevalence of suicidal behaviour.

Learning outcome
The learner will: 2. Understand the role of the caregiver in managing suicide interventions.
Assessment criteria
The learner can: 2.1 evaluate the role of a population based approach to suicide prevention. 2.2 analyse the relationships between the lay communities and professionals in suicide intervention. 2.3 explain the need to conform to legal and organisational protocols when undertaking suicide interventions. 2.4 evaluate the importance of local network knowledge in delivering suicide interventions.

Learning outcome
The learner will: 3. Understand the process of suicide intervention.
Assessment criteria
The learner can: 3.1 explain the relationship between the components of suicide intervention. 3.2 describe the relationship between the suicide intervention tasks and the needs of the person at risk. 3.3 evaluate the use of risk assessment tools in suicide interventions. 3.4 describe the need for Directive and Non-Directive approaches in suicide interventions.

Learning outcome
The learner will: 4. Know how to reflect on the application and personal impact of suicide interventions.
Assessment criteria
The learner can: 4.1 review own attitude and values in relation to suicide intervention. 4.2 analyse the need for personal support in managing the role of helper. 4.3 review own learning needs in relation to suicide interventions.

Unit 403

Enable individuals with mental health problems to develop alternative coping strategies

UAN:	R/503/9985
Level:	Level 4
Credit value:	4
GLH:	44
Aim:	This unit aims to provide learners with the knowledge, skills and understanding to be able to work with individuals with mental health problems to change behaviour which has a negative impact on themselves or others. The focus is on helping the individual recognise the impact of their behaviour and develop alternative coping strategies. It is suitable for those working in general mental health services but will be particularly relevant to practitioners working with individuals detained under mental health legislation, in forensic mental health services, assertive outreach or the criminal justice system.

Learning outcome
The learner will: 1. Understand the legal, service and social context of work with individuals in relation to their behaviour.
Assessment criteria
The learner can: 1.1 explain how legislation and the purpose and priorities of the service provider affects their practice when working with individuals in relation to their behaviour. 1.2 explain how culture, gender and beliefs can affect what is seen as 'acceptable' and 'not-acceptable' behaviour and its importance. 1.3 describe the Personal, Interpersonal and Social factors that may influence or trigger behaviour that is seen as 'not-acceptable'. 1.4 describe the sources of support available. 1.5 identify the range of sources of information about an individual 1.6 explain how to assess and manage risks to own and others safety.

Learning outcome
The learner will: 2. Be able to gather and use relevant information to explore behavioural responses.
Assessment criteria
The learner can: 2.1 review information from a range of sources about the individual's background, circumstances, behaviour and needs. 2.2 use strategies to establish a positive working relationship. 2.3 use the information in discussion to confirm whether it provides an accurate and up-to-date basis on which to explore behavioural responses. 2.4 support the individual to identify patterns of behaviour that have a negative impact. 2.5 support the individual to recognise the impact of their behaviour on themselves and others. 2.6 support the individual to recognise triggers that may lead to patterns of behaviour that have a negative impact. 2.7 support the individual to identify ways in which they could change their behavioural response and what benefits this may bring. 2.8 recognise their limitations and the point at which they need to seek further.

Learning outcome
The learner will: 3. Be able to work with an individual to plan a strategy for changing patterns of behaviour that have a negative impact.
Assessment criteria
The learner can: 3.1 support the individual to identify patterns of behaviour that they are willing to change. 3.2 produce a plan in partnership with the individual. 3.3 produce a record of what has been agreed with the individual.

Learning outcome
The learner will: 4. Be able to work with an individual and significant others to review a strategy for changing patterns of behaviour that have a negative impact.
Assessment criteria
The learner can: 4.1 conduct reviews according to the individual's needs and the nature of the behaviour. 4.2 support the individual and significant others to evaluate the effectiveness of the strategy. 4.3 produce a record of the review.

4.4 communicate the results of the review to all those who have a right and need to receive them.

Unit 403

Enable individuals with mental health problems to develop alternative coping strategies

Supporting information

Guidance

Personal factors may include: mental health and the impact of symptoms, identity and self-esteem, emotional literacy, substance use, financial and other resources, living circumstances, life experiences, education, life chances, communication skills, role models and parenting, offending history

Interpersonal factors may include: interpersonal conflict, prejudice from others, discriminatory behaviour by others, power dynamics within groups to which the individual belongs, dynamics within the care setting, the attitudes of workers

Social factors may include: stigma and discrimination, social exclusion, poverty, gender relationships, lack of opportunities for employment or having a valued role, perceived ways of gaining 'status'

is in relation to the learner, the individual they are working with and services used.

Sources of information

- The individual
- Family and significant others
- Statutory services
- Independent sector services

Positive working relationship

- Is based on respect and trust
- Encourages the individual to express feelings in alternative ways and develop alternative coping strategies
- Supports the individual's motivation to change

Limitations due to

- Knowledge or skills
- The situation
- The individual being unable or unwilling to address their behaviour
- Being in a situation that is unsafe for the learner or others
- Obstacles that are outside the learner's remit

The **plan** will include

- ways of avoiding situations which trigger patterns of behaviour that have a negative impact
- alternative coping strategies should such situations occur
- what will motivate the individual to implement the strategy and maintain change
- any resources needed to support the individual

Effectiveness of strategy will include looking at

- the individual's ability to implement the strategy
- any barriers to the implementation of the strategy
- the contribution of others
- positive outcomes achieved
- what could have been done differently or should be done differently next time
- next steps



Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- 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 learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate learners on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

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www.cityandguilds.com

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
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City & Guilds

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

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