# TQUK Level 3 Diploma in Adult Care (RQF)

Qualification Specification

Qualification Number: 603/2553/7

## Introduction

### Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (http://register.ofqual.gov.uk/).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version. If

you have any further questions, please contact TQUK

## Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's web site relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size,

border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo,

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of

TQUK's logo, name and qualifications.

## Introduction to the Qualification

The qualification can be undertaken alone but links with the knowledge and skills required for the Apprenticeship Standard Lead Adult Care Worker.    It is applicable to a variety of job roles including below lead adult care worker and lead personal assistant.

## Qualification Purpose

The qualification develops the knowledge, skills and competence of learners working in a wide range of roles in a health and social care setting. Learners must be in paid or voluntary work to enable assessment to take place.

The purpose of the qualification is to support a role in the workplace and to enable learners to progress to a higher level qualification in the same subject area.

## Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

## Progression

Successful learners can progress to other qualifications such as:

Level 4 Diploma in Adult Care

TQUK Level 5 Diploma in Leadership and Management for Adult Care (RQF)

TQUK Level 5 Certificate in Leading and Managing Services to Support End of Life and Significant Life Events (RQF)

## Structure

Learners must achieve all the mandatory units and optional units to a minimum of 58 credits (580 hours Total Qualification Time) in total

More than 50% of the credit must be at level 3 or above (i.e. 30 credits)

Mandatory units

|   | Title | Unit ref | Level | Guided Learning Hours | Credit value |
|---|-------|----------|-------|-----------------------|--------------|
| 1 | Promote communication in care settings | T/616/4049 | 3 | 25 | 3 |
| 2 | Promote effective handling of information in care settings | K/616/4050 | 3 | 16 | 2 |
| 3 | Promote personal development in care settings | M/616/4051 | 3 | 10 | 3 |
| 4 | Promote person-centred approaches in care settings | T/616/4052 | 3 | 39 | 6 |
| 5 | Promote equality and inclusion in care settings | A/616/4053 | 3 | 18 | 2 |
| 6 | Promote health, safety and wellbeing in care settings | F/616/4054 | 3 | 45 | 6 |
| 7 | Responsibilities of a care worker | J/616/4055 | 2 | 16 | 2 |

| 8 | Duty of care in care settings | L/616/4056 | 3 | 8 | 1 |
| 9 | Safeguarding and protection in care settings | R/616/4057 | 2 | 26 | 3 |
| | | | | 203 | 28 |

Optional Units

| Unit Number | Units | Unit ref. | Level | Guided Learning Hours | Credit value |
|---|---|---|---|---|---|
| 10 | Understand mental well-being and mental health promotion | R/616/4060 | 3 | 20 | 3 |
| 11 | Causes and spread of infection | Y/616/4061 | 2 | 20 | 2 |
| 12 | The principles of infection prevention and control | Y/616/4058 | 2 | 30 | 3 |
| 13 | Cleaning, decontamination and waste management | D/616/4059 | 2 | 20 | 2 |
| 14 | Understand mental health problems | D/616/4062 | 3 | 16 | 3 |
| 15 | Understand the process and experience of dementia | H/616/4080 | 3 | 22 | 3 |
| 16 | Understand the administration of medication to individuals with dementia using a person centred approach | A/616/4246 | 3 | 15 | 2 |
| 17 | Understand the role of communication and interactions with individuals who have dementia | F/616/4247 | 3 | 26 | 3 |
| 18 | Understand the diversity of individuals with dementia and the importance of inclusion | M/616/4132 | 3 | 23 | 3 |
| 19 | Introduction to personalisation in social care | T/616/4133 | 3 | 22 | 3 |
| 20 | Understand the context of supporting individuals with learning disabilities | A/616/4084 | 3 | 35 | 4 |
| 21 | Principles of supporting an individual to maintain personal hygiene | A/616/4134 | 2 | 10 | 1 |

| 22 | Understand positive risk taking for individuals with disabilities | F/616/4135 | 3 | 25 | 3 |
|---|---|---|---|---|---|
| 23 | Understand how to support individuals with autistic spectrum conditions | J/616/4136 | 3 | 28 | 3 |
| 24 | Principles of supporting young people with a disability to make the transition into adulthood | H/616/4354 | 3 | 30 | 3 |
| 25 | Understand physical disability | L/616/4137 | 3 | 22 | 3 |
| 26 | Understand sensory loss | R/616/4138 | 3 | 21 | 3 |
| 27 | Understand models of disability | Y/616/4139 | 3 | 26 | 3 |
| 28 | Understand advance care planning | L/616/4140 | 3 | 25 | 3 |
| 29 | Understand how to support individuals during the last days of life | R/616/4141 | 3 | 28 | 3 |
| 30 | End of life and dementia care | Y/616/4142 | 3 | 20 | 2 |
| 31 | Stroke awareness | D/616/4143 | 2 | 28 | 3 |
| 32 | Understand the effects of ageing in activity provision | H/616/4144 | 3 | 17 | 2 |
| 33 | Understanding and enabling assisting and moving individuals | K/616/4145 | 2 | 28 | 4 |
| 34 | Diabetes awareness | M/616/4146 | 3 | 46 | 6 |
| 35 | Recognise indications of substance misuse and refer individuals to specialists | T/616/4147 | 3 | 24 | 4 |
| 36 | Support individuals who are substance users | A/616/4148 | 3 | 42 | 7 |
| 37 | Identify and act upon immediate risk of danger to substance misusers | F/616/4149 | 3 | 24 | 4 |
| 38 | Test for substance use | T/616/4150 | 3 | 30 | 5 |
| 39 | Carry out initial assessments to identify and prioritise the needs of substance misusers | A/616/4151 | 3 | 30 | 5 |
| 40 | Administer medication to individuals, and monitor the effects | F/616/4152 | 3 | 30 | 5 |
| 41 | Understand and meet the nutritional requirements of individuals with dementia | J/616/4153 | 3 | 26 | 3 |

| 42 | Enable rights and choices of individuals with dementia whilst minimising risks | L/616/4154 | 3 | 26 | 4 |
|---|---|---|---|---|---|
| 43 | Understand and enable interaction and communication with individuals who have dementia | R/616/4155 | 3 | 30 | 4 |
| 44 | Equality, diversity and inclusion in dementia care practice | Y/616/4156 | 3 | 31 | 4 |
| 45 | Provide support to manage pain and discomfort | D/616/4157 | 2 | 15 | 2 |
| 46 | Undertake agreed pressure area care | H/616/4158 | 2 | 30 | 4 |
| 47 | Move and position individuals in accordance with their plan of care | K/616/4159 | 2 | 26 | 4 |
| 48 | Provide support to maintain and develop skills for everyday life | K/161/4162 | 3 | 28 | 4 |
| 49 | Facilitate learning and development activities to meet individual needs and preferences | A/616/4165 | 3 | 35 | 5 |
| 50 | Implement therapeutic group activities | F/616/4166 | 3 | 25 | 4 |
| 51 | Support individuals to access and use services and facilities | Y/616/4173 | 3 | 25 | 4 |
| 52 | Facilitate person centred assessment, planning, implementation and review | H/616/4175 | 3 | 45 | 6 |
| 53 | Support individuals to live at home | M/616/4177 | 3 | 29 | 4 |
| 54 | Support individuals with specific communication needs | A/616/4179 | 3 | 35 | 5 |
| 55 | Support individuals during a period of change | K/616/4081 | 3 | 29 | 4 |
| 56 | Support individuals to prepare for and settle in to new home environments | L/616/4185 | 3 | 23 | 3 |
| 57 | Support individuals who are bereaved | T/616/4083 | 3 | 30 | 4 |
| 58 | Work in partnership with families to support individuals | Y/616/4089 | 3 | 27 | 3 |
| 59 | Promote positive behaviour | D/616/4191 | 3 | 44 | 6 |

| 60 | Support use of medication in social care settings | H/616/4192 | 3 | 40 | 5 |
|----|----|----|----|----|----|
| 61 | Support individuals at the end of life | M/616/4082 | 3 | 50 | 6 |
| 62 | Prepare environments and resources for use during healthcare activities | K/616/4193 | 2 | 20 | 3 |
| 63 | Prepare for and carry out extended feeding techniques | L/616/4350 | 3 | 27 | 4 |
| 64 | Undertake tissue viability risk assessments | M/616/4065 | 3 | 16 | 3 |
| 65 | Identify the physical health needs of individuals with mental health needs and plan appropriate actions | T/616/4195 | 4 | 35 | 5 |
| 66 | Work with families, carers and individuals during times of crisis | A/616/4196 | 4 | 35 | 5 |
| 67 | Enable individuals with behavioural difficulties to develop strategies to change their behaviour | F/616/4197 | 3 | 41 | 8 |
| 68 | Implement the positive behavioural support model | L/616/4199 | 4 | 61 | 8 |
| 69 | Support positive risk taking for individuals | M/616/4096 | 3 | 32 | 4 |
| 70 | Support individuals to maintain personal hygiene | L/616/4204 | 2 | 17 | 2 |
| 71 | Support person-centred thinking and planning | H/616/4208 | 3 | 41 | 5 |
| 72 | Promote active support | D/616/4210 | 3 | 36 | 5 |
| 73 | Promote effective communication with individuals with sensory loss | H/616/4211 | 3 | 30 | 4 |
| 74 | Support individuals with multiple conditions and/or disabilities | Y/616/8529 | 3 | 31 | 4 |
| 75 | Support the assessment of individuals with Sensory loss | J/616/8557 | 3 | 37 | 5 |
| 76 | Support the promotion of awareness of sensory loss | K/616/4212 | 3 | 23 | 3 |
| 77 | Enable individuals to negotiate environments | M/616/4213 | 3 | 34 | 4 |

| 78 | Contribute to effective team working in health and social care or children and young people's settings | T/616/4214 | 3 | 25 | 4 |
|----|---|---|---|---|---|
| 79 | Support individuals with autistic spectrum conditions | A/616/4215 | 3 | 33 | 4 |
| 80 | Support individuals to stay safe from harm or abuse | F/616/4216 | 3 | 27 | 4 |
| 81 | Provide support to adults who have experienced harm or abuse | J/616/4217 | 4 | 39 | 5 |
| 82 | Supporting infection prevention and control in social care | L/616/4218 | 3 | 18 | 2 |
| 83 | Assess the needs of carers and families | R/616/4219 | 3 | 28 | 4 |
| 84 | Support people who are providing homes to individuals | J/616/4220 | 4 | 40 | 6 |
| 85 | Support individuals to be part of a community | Y/616/4223 | 3 | 20 | 3 |
| 86 | Understand the factors affecting older people | M/616/4227 | 3 | 17 | 2 |
| 87 | Understand how to provide support when working in end of life care | M/616/4230 | 3 | 33 | 4 |
| 88 | Managing symptoms in end of life care | A/616/4232 | 3 | 30 | 4 |
| 89 | Support the spiritual wellbeing of individuals | F/616/4233 | 3 | 26 | 3 |
| 90 | Supporting individuals with loss and grief before death | J/616/4234 | 3 | 15 | 2 |
| 91 | Support individuals during the last days of life | L/616/4235 | 4 | 33 | 5 |
| 92 | Promote nutrition and hydration in health and social care settings | R/616/4236 | 3 | 32 | 4 |
| 93 | Coordination of activity provision in adult care | Y/616/8627 | 3 | 25 | 5 |
| 94 | Support individuals who are distressed | M/616/4244 | 2 | 21 | 3 |
| 95 | Facilitate the development of effective group practice in health and social care or children and young people's settings | D/616/4353 | 5 | 42 | 6 |

| 96 | Manage induction in health and social care or children and young people's settings | T/616/4245 | 4 | 21 | 3 |
|---|---|---|---|---|---|
| 97 | Develop professional supervision practice in health and social care or children and young people's work settings | Y/616/4352 | 5 | 39 | 5 |
| 98 | Support individuals affected by Parkinson's | D/616/8547 | 3 | 25 | 3 |
| 99 | Provide support for sleep | L/616/4655 | 2 | 13 | 2 |
| 100 | Support independence in the tasks of daily living | J/616/4086 | 3 | 37 | 5 |
| 101 | Principles and practice of advocacy in adult care | Y/616/8496 | 4 | 35 | 5 |
| 102 | Coordination of assistive living technology use | D/616/8628 | 4 | 31 | 4 |
| 103 | Promote the management of continence | H/616/8629 | 3 | 30 | 4 |
| 104 | Understand how to support individuals to engage in education, training and employment | Y/616/8630 | 3 | 25 | 3 |
| 105 | Management of pain and discomfort | D/616/8631 | 3 | 24 | 3 |
| 106 | Awareness of the Mental Capacity Act 2005 | F/616/4085 | 3 | 28 | 3 |
| 107 | Implement positive behaviour support | M/616/8634 | 3 | 41 | 6 |
| 108 | Develop, implement and review reablement services | H/616/8503 | 4 | 30 | 4 |
| 109 | Understand how to support individuals to care for their feet | K/616/8552 | 2 | 25 | 3 |
| 110 | Provide agreed support for foot care | H/616/8632 | 2 | 23 | 3 |
| 111 | Provide support to individuals to continue recommended therapies | K/616/8633 | 3 | 20 | 3 |
| 112 | Support individuals to access and manage direct payments | D/616/8449 | 4 | 20 | 4 |
| 113 | Support individuals to access housing and accommodation services | R/616/8450 | 3 | 31 | 4 |
| 114 | Support individuals to meet personal care needs | L/616/4641 | 2 | 16 | 2 |
| 115 | Support carers to meet the care needs of individuals | Y/616/8451 | 3 | 30 | 4 |

| 116 | Collaborate in the assessment of environmental and social support in the community | Y/616/8711 | 3 | 23 | 4 |
|---|---|---|---|---|---|
| 117 | Provide support for mobility | R/616/4687 | 2 | 14 | 2 |
| 118 | Support families who are affected by Acquired Brain Injury | H/616/4502 | 3 | 28 | 3 |
| 119 | Understand the impact of acquired brain injury on individuals | D/616/4496 | 3 | 28 | 3 |
| 120 | Dementia Awareness | R/616/4642 | 2 | 7 | 2 |
| 121 | Provide support to individuals with dementia | T/616/8635 | 3 | 35 | 4 |
| 122 | Understand end of life care | A/616/8636 | 3 | 53 | 7 |
| 123 | Care for the elderly | M/616/4079 | 2 | 10 | 2 |
| 124 | Principles of supporting individuals with a learning disability regarding sexuality and sexual health | H/616/4497 | 3 | 21 | 3 |
| 125 | Promote mental well-being and mental health | F/616/8637 | 3 | 20 | 3 |
| 126 | Stroke care management | Y/616/9177 | 3 | 36 | 4 |
| 127 | Undertake research within services for adult care | M/616/8505 | 4 | 50 | 8 |
| 128 | Undertaken physiological measurements | K/616/4064 | 3 | 23 | 3 |
| 129 | Undertake personal hygiene activities with individuals | F/616/4068 | 2 | 24 | 3 |
| 130 | Obtain venous blood samples | L/616/4073 | 3 | 24 | 3 |
| 131 | Obtain and test capillary blood samples | J/616/4072 | 3 | 30 | 4 |
| 132 | Understand the administration of medication | J/616/8638 | 3 | 24 | 3 |
| 133 | Lead learning and development in adult care services | F/616/8508 | 4 | 26 | 4 |
| 134 | Mentoring in adult care services | J/616/8509 | 4 | 30 | 4 |
| 135 | Contribute to maintaining quality in adult care | L/616/8639 | 3 | 25 | 3 |
| 136 | Resource management in adult care | D/616/4479 | 4 | 25 | 3 |

| 137 | Lead a team | F/616/8640 | 3 | 25 | 3 |
|-----|------------|------------|---|-----|---|

## Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 580 hours

## Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

## Assessment

Qualifications developed to meet the criteria in this specification must be assessed in accordance with the Assessment Principles developed by Skills for Care & Development to complement Ofqual requirements.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a Pass - there is no grading.

## Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification Approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

## Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offer recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

## Course Delivery

## Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

## Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

## Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added

once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment

- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

## Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and
- Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be 'occupationally competent in the subject area being delivered'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## Useful Websites

Health and Safety Executive                              www.hse.gov.uk

Office of Qualifications and Examinations Regulation          www.ofqual.gov.uk

Register of Regulated Qualifications                     http://register.ofqual.gov.uk

Skills for Health                                   http://www.skillsforhealth.org.uk/

Skills for Care                                    http://www.skillsforcare.org.uk

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency http://skillsfundingagency.bis.gov.uk/ for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy https://www.economy-ni.gov.uk/ or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Mandatory units

Unit 1

| Title: | Promote communication in care settings |
| | T/616/4049 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 25 |

| Learning outcomes | | Assessment criteria | |
| | | | |
| The learner will: | | The learner can: | |
| 1. | Understand why effective communication is important in the work setting | 1.1 | Identify the different reasons people communicate |
| | | 1.2 | Explain how communication affects relationships in the work setting |
| | | 1.3 | Explain ways to manage challenging situations |
| 2. | Be able to meet the communication and language needs, wishes and preferences of individuals | 2.1 | Demonstrate how to establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of the interaction |
| | | 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 |
| 3. | Be able to overcome barriers to communication | 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 how to use strategies that can be used to clarify misunderstandings |

| | | 3.5 | Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours |
|---|---|---|---|
| | | 3.6 | Explain how to access extra support or services to enable individuals to communicate effectively |
| | | 3.7 | Explain the purposes and principles of independent advocacy |
| | | 3.8 | Explain when to involve an advocate and how to access advocacy services |
| 4. | Be able to apply principles and practices relating to confidentiality | 4.1 | Explain the meaning of the term confidentiality |
| | | 4.2 | Demonstrate ways to maintain and promote confidentiality in day-to-day communication |
| | | 4.3 | Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns |

Assessment requirements: Must be assessed to comply with the assessment strategy requirements.

Care settings may include health, adult care or children and young people's settings

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 2

| Title: | Promote effective handling of information in care settings<br><br>K/616/4050 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 2 | |
| Guided learning hours: | 16 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand requirements for handling information in care settings | 1.1 | Identify legislation and codes of practice that relate to handling information in care settings |
| | 1.2 | Summarise the main points of legal requirements and codes of practice for handling information in care settings |
| 2. Be able to implement good practice in handling information | 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 |
| | 2.4 | Support audit processes in line with own role and responsibilities |
| 3. Be able to support others to handle information | 3.1 | Support others to understand the need for secure handling of information |
| | 3.2 | Support others to understand and contribute to records |
| Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles<br><br>Care settings may include health, adult care or children and young people's settings<br><br>Others may include:<br><br>• Colleagues<br>• Individuals accessing or commissioning care or support<br>• Families, carers or advocates | | |

Unit 3

| Title: | Promote personal development in care settings |
| --- | --- |
| | M/616/4051 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 10 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand what is required for competence in own work role | 1.1 | Describe the duties and responsibilities of own work role |
| | | 1.2 | Explain expectations about own work role as expressed in relevant standards |
| | | 1.3 | Describe how to work effectively with others |
| 2. | Be able to reflect on practice | 2.1 | Explain the importance of reflective practice in continuously improving the quality of service provided |
| | | 2.2 | Reflect on practice to improve the quality of the service provided |
| | | 2.3 | Describe how own values, belief systems and experiences may affect working practice |
| 3. | Be able to evaluate own performance | 3.1 | Evaluate own knowledge, performance and understanding against relevant standards |
| | | 3.2 | Use feedback to evaluate own performance and inform development |
| 4. | Be able to agree a personal development plan | 4.1 | Identify sources of support for planning and reviewing own development |
| | | 4.2 | Work with others to review and prioritise own learning needs, professional interests and development opportunities |
| | | 4.3 | Work with others to agree own personal development plan |
| 5. | Be able to use learning opportunities and reflective | 5.1 | Evaluate how learning activities have affected practice |

| | | 5.2 | Explain how reflective practice has led to improved ways of working |
|---|---|---|---|
| practice to contribute to personal development | | 5.3 | Explain why continuing professional development is important |
| | | 5.4 | Record progress in relation to personal development |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.

Care settings may include health, adult care or children and young people's settings

Standards may include:

- codes of practice

- regulations

- minimum standards

- national occupational standards

Others may include:

- team members

- other colleagues

- those who use or commission their own health or social care services

- families, carers and advocates

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.

Sources of support may include:

- formal support

- informal support

- supervision

- appraisal

- within the organisation

- beyond the organisation

Continuing Professional Development (CPD)

Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

Unit 4

| Title: | Promote person-centred approaches in care settings |
| --- | --- |
| | T/616/4052 |
| Level: | 3 |
| Credit value: | 6 |
| Guided learning hours: | 39 |
| Learning outcomes | Assessment criteria |
| The learner will: | The learner can: |

| 1. | Understand the application of person-centred approaches in care settings | 1.1 | Explain how and why person-centred values must influence all aspects of health and adult care work |
| --- | --- | --- | --- |
| | | 1.2 | Evaluate the use of care plans in applying person-centred values |
| | | 1.3 | Explain how to collate and analyse feedback to support the delivery of person centred care in line with roles and responsibilities |
| 2. | Be able to work in a person-centred way | 2.1 | Work with an individual and others to find out the individual's history, preferences, wishes and needs |
| | | 2.2 | Demonstrate ways to put person centred values into practice in a complex or sensitive situation |
| | | 2.3 | Adapt actions and approaches in response to an individual's changing needs or preferences |
| 3. | Be able to establish consent when providing care or support | 3.1 | Analyse factors that influence the capacity of an individual to express consent |
| | | 3.2 | Establish consent for an activity or action |
| | | 3.3 | Explain what steps to take if consent cannot be readily established |
| 4. | Be able to implement and promote active participation | 4.1 | Describe different ways of applying active participation to meet individual needs |
| | | 4.2 | Work with an individual and others to agree how active participation will be implemented |
| | | 4.3 | Demonstrate how active participation can address the holistic needs of an individual |
| | | 4.4 | Demonstrate ways to promote understanding and |

| | | | use of active participation |
|---|---|---|---|
| 5. | Be able to support the individual's right to make choices | 5.1 | Support an individual to make informed choices |
| | | 5.2 | Use own role and authority to support the individual's right to make choices |
| | | 5.3 | Manage risk in a way that maintains the individual's right to make choices |
| | | 5.4 | Describe how to support an individual to question or challenge decisions concerning them that are made by others |
| 6. | Be able to promote individuals' well-being | 6.1 | Explain the links between identity, self-image and self-esteem |
| | | 6.2 | Analyse factors that contribute to the well-being of individuals |
| | | 6.3 | Support an individual in a way that promotes their sense of identity, self-image and self-esteem |
| | | 6.4 | Demonstrate ways to contribute to an environment that promotes well-being |
| 7. | Understand the role of risk-assessment in enabling a person-centred approach | 7.1 | Compare different uses of risk-assessment in care settings |
| | | 7.2 | Explain how risk-taking and risk-assessment relate to rights and responsibilities |
| | | 7.3 | Explain why risk-assessments need to be regularly revised |

Assessment requirements: This unit must be assessed to comply with the assessment strategy requirements

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

An individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Person-centred values include:

• Individuality

• rights

• choice

• privacy

• dignity

• respect

• partnership

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

Others may include:

- team members and colleagues
- other professionals
- individuals who require care or support
- families, friends, advocates or others who are important to individuals

Complex or sensitive situations may include those that are:

- distressing or traumatic
- threatening or frightening
- likely to have serious implications or consequences
- of a personal nature
- involving complex communication or cognitive needs

Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent

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

Well-being may include aspects that are:

• spiritual

• emotional

• cultural

• religious

• social

• political

Unit 5

| Title: | Promote equality and inclusion in care settings |
|---|---|
| | A/616/4053 |
| Level: | 3 |
| Credit value: | 2 |
| Guided learning hours: | 18 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand the importance of diversity, equality and inclusion | 1.1 | Explain what is meant by<br>· diversity<br>· equality<br>· inclusion<br>· discrimination |
| | | 1.2 | Describe the effects of discrimination |
| | | 1.3 | Explain how inclusive practice promotes equality and supports diversity |
| 2. | Be able to work in an inclusive way | 2.1 | Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role |
| | | 2.2 | Work with individuals in a way that respects their beliefs, culture, values and preferences |
| 3. | Be able to promote diversity, equality and inclusion | 3.1 | Model inclusive practice |
| | | 3.2 | Support others to promote equality and rights |
| | | 3.3 | Describe how to challenge discrimination in a way that promotes change |

Assessment requirements: Care settings may include health, adult care or children and young people's settings

Effects may include effects on:

- the individual
- families or friends of the individual
- those who inflict discrimination

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

Preferences may be based on:

- beliefs
- values
- culture

Others may include:

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

Unit 6

| Title: | Promote health, safety and wellbeing in care settings |
|---|---|
| | F/616/4054 |
| Level: | 3 |
| Credit value: | 6 |
| Guided learning hours: | 45 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | Learning outcomes | | | Assessment criteria |
|---|---|---|---|---|
| 1. | Understand own responsibilities, and the responsibilities of others, relating to health and safety | 1.1 | | Identify legislation relating to health and safety in a care 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:<br>- self<br>- the employer or manager<br>- others in the work setting |
| | | 1.4 | | Identify specific tasks in the work setting that should not be carried out without special training |
| 2. | Be able to carry out own responsibilities for health and safety | 2.1 | | Use policies and procedures or other agreed ways of working that relate to health and safety |
| | | 2.2 | | Support others' understanding of health and safety and follow agreed safe practices |
| | | 2.3 | | Monitor potential health and safety risks |
| | | 2.4 | | Use risk assessment in relation to health and safety |
| | | 2.5 | | Minimise potential risks and hazards |
| | | 2.6 | | Access additional support or information relating to health and safety |
| 3 | Understand procedures for responding to accidents and sudden illness | 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 |
| 4 | Be able to reduce the spread of | 4.1 | | Explain own role in supporting others to follow |

| | infection | | practices that reduce the spread of infection |
|---|---|---|---|
| | | 4.2 | Describe the causes and spread of infection |
| | | 4.3 | Demonstrate the use of Person protective equipment (PPE) |
| | | 4.4 | Wash hands using the recommended method |
| | | 4.5 | Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work |
| 5 | Be able to move and handle equipment and other objects safely | 5.1 | Explain the main points of legislation that relate to moving and handling |
| | | 5.2 | Explain the principles for safe moving and handling |
| | | 5.3 | Move and handle equipment and other objects safely |
| 6 | Be able to handle hazardous substances and materials | 6.1 | Describe types of hazardous substances that may be found in the work setting |
| | | 6.2 | Use safe practices when:<br><br>- Storing hazardous substances<br>- Using hazardous substances<br>- Disposing of hazardous substances and materials |
| 7 | Be able to promote fire safety in the work setting | 7.1 | Describe practices that prevent fires from:<br><br>- starting<br>- 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 clear evacuation routes are maintained at all times |
| 8 | Be able to implement security measures in the work setting | 8.1 | Follow agreed procedures for checking the identity of anyone requesting access to:<br><br>- premises<br>- information |
| | | 8.2 | Use 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 |

| 9 | Know how to manage stress | 9.1 | Describe common signs and indicators of stress in self and others |
|---|---|---|---|
| | | 9.2 | Analyse factors that can trigger stress |
| | | 9.3 | Compare strategies for managing stress in self and others |
| | | 9.4 | Explain how to access sources of support |

Assessment requirements: This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

Care settings may include health, adult care or children and young people's settings

Others may include:

• team members

• other colleagues

• those who use or commission their own health or social care services

• families, carers and advocates

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.

Tasks that the learner should not carry out without special training may include those relating to:

• use of equipment

• first aid

• medication

• health care procedures

• food handling and preparation

Appropriate use of Personal, Protective Equipment (PPE)

The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment.  Appropriate use may, in some cases, mean after consideration PPE is not required.

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

Sources of support may include:

  • formal support
  • informal support
  • appraisal
  • within the organisation
  • beyond the organisation

Unit 7

| Title: | Responsibilities of a care worker |
| | J/616/4055 |
| Level: | 2 |
| Credit value: | 2 |
| Guided learning hours: | 16 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand working relationships in care settings | 1.1 | Explain how a working relationship is different from a personal relationship |
| | | 1.2 | Describe different working relationships in care settings |
| 2. | Be able to work in ways that are agreed with the employer | 2.1 | Describe why it is important to adhere to the agreed scope of the job role |
| | | 2.2 | Access full and up-to-date details of agreed ways of working |
| | | 2.3 | Work in line with agreed ways of working |
| | | 2.4 | Contribute to quality assurance processes to promote positive experiences for individuals receiving care |
| 3 | Be able to work in partnership with others | 3.1 | Explain why it is important to work in partnership with others |
| | | 3.2 | Demonstrate ways of working that can help improve partnership working |
| | | 3.3 | Identify skills and approaches needed for resolving conflicts |
| | | 3.4 | Access support and advice about: <br> - partnership working <br> - resolving conflicts |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.

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

Care settings may include health, adult care or children and young people's settings

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

Others may include:

• team members and colleagues

• other professionals

Unit 8

| Title: | Duty of care in care settings |
| | L/616/4056 |
| Level: | 3 |
| Credit value: | 1 |
| Guided learning hours: | 8 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand how duty of care contributes to safe practice | 1.1 | Explain what it means to have a duty of care in own work role |
| | | 1.2 | Explain how duty of care relates to duty of candour |
| | | 1.3 | Explain how duty of care contributes to the safeguarding or protection of individuals |
| 2. | Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care | 2.1 | Describe 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 |
| 3 | Know how to respond to complaints | 3.1 | Describe how to respond to complaints |
| | | 3.2 | Explain policies and procedures relating to the handling of complaints |

| Assessment requirements: |
| --- |
| Care settings may include health, adult care or children and young people's settings |
| Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |
| Policies and procedures may include other agreed ways of working as well as formal policies and procedures. |

Unit 9

| Title: | Safeguarding and protection in care settings |
| --- | --- |
| | R/616/4057 |
| Level: | 2 |
| Credit value: | 3 |
| Guided learning hours: | 26 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1 | Understand principles of safeguarding adults | 1.1 | Explain the term safeguarding |
| | | 1.2 | Explain own role and responsibilities in safeguarding individuals |
| | | 1.3 | Define the following terms: |
| | | | - Physical abuse |
| | | | - Domestic abuse |
| | | | - Sexual abuse |
| | | | - Emotional/psychological abuse |
| | | | - Financial/material abuse |
| | | | - Modern slavery |
| | | | - Discriminatory abuse |
| | | | - Institutional/organisational abuse |
| | | | - Self-neglect |
| | | | - Neglect by others |
| | | 1.4 | Describe harm |
| | | 1.5 | Describe restrictive practices |

| 2. | Know how to recognise signs of abuse | 2.1 | Identify the signs and/or symptoms associated with each of the following types of abuse: |
|---|---|---|---|
| | | | - physical abuse |
| | | | - domestic abuse |
| | | | - sexual abuse |
| | | | - emotional/psychological abuse |
| | | | - financial/material abuse |
| | | | - modern slavery |
| | | | - discriminatory abuse |
| | | | - institutional/organisational abuse |
| | | | - self-neglect |
| | | | - neglect by others |
| | | 2.2 | Describe factors that may contribute to an individual being more vulnerable to abuse |
| 3. | Know how to respond to suspected or alleged abuse | 3.1 | Explain the action to take if there are suspicions that an individual is being abused |
| | | 3.2 | Explain the actions to take if an individual alleges that they are being abused |
| | | 3.3 | Identify ways to ensure that evidence of abuse is preserved |
| 4 | Understand the national and local context of safeguarding and protection from abuse | 4.1 | Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse |
| | | 4.2 | Explain the roles of different agencies in safeguarding and protecting individuals from abuse |
| | | 4.3 | Identify factors which have featured in reports into serious cases of abuse and neglect |
| | | 4.4 | Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistle blowing |
| | | 4.5 | Identify when to seek support in situations beyond your experience and expertise |

| 5 | Understand ways to reduce the likelihood of abuse | 5.1 | Explain how the likelihood of abuse may be reduced by: <br><br> - working with person centred values <br><br> - encouraging active participation <br><br> - promoting choice and rights <br><br> - supporting individuals with awareness of personal safety |
|---|---|---|---|
| | | 5.2 | Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse |
| | | 5.3 | Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention |
| 6 | Know how to recognise and report unsafe practices | 6.1 | Describe unsafe practices that may affect the well-being of individuals |
| | | 6.2 | Explain the actions to take if unsafe practices have been identified |
| | | 6.3 | Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response |
| 7 | Understand principles for online safety | 7.1 | Describe the potential risks presented by: <br> - the use of electronic communication devices <br> - the use of the internet <br> - the use of social networking sites <br> - carrying out financial transactions online |
| | | 7.2 | Explain ways of reducing the risks presented by each of these types of activity |
| | | 7.3 | Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.

Care settings may include health, adult care or children and young people's settings

Domestic abuse should include acts of control and coercion

Factors may include:

- a setting or situation
- the individual

An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care

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

Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties

Well-being may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

The actions to take constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- a colleague
- someone in the individual's personal network
- the learner
- the learner's line manager
- others

Local systems may include:

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

Whistle blowing

A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct

Optional units

Unit 10

| Title: | Understand mental well-being and mental health promotion R/616/4060 |
|---|---|
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 20 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | | | |
|---|---|---|---|
| 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 | 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:<br><br>- biological factors<br><br>- social factors<br><br>- psychological factors<br><br>- emotional factors |
| | | 1.3 | Explain how **risk factors** and **protective factors** influence levels of resilience in **individuals** and groups in relation to mental well-being and mental health |
| 2. | Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups | 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 |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.

**Life span** – 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 later life.  This is in order to promote a holistic and whole-person approach to understanding well-being and mental health.

**Risk factors**: including inequalities, poor quality social relationships

**Protective factors**: including socially valued roles, social support and contact

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

Unit 11

| Title: | Causes and spread of infection |
| | Y/616/4061 |
| Level: | 2 |
| Credit value: | 2 |
| Guided learning hours: | 20 |

| Learning outcomes | | Assessment criteria | |
| The learner will: | | The learner can: | |
| 1. | Understand the causes of infection | 1.1 | Identify the differences between bacteria, viruses, fungi and parasites |
| | | 1.2 | Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites |
| | | 1.3 | Describe what is meant by infection and colonisation |
| | | 1.4 | Explain what is meant by systemic infection and localised infection |
| | | 1.5 | Identify poor practices that may lead to the spread of infection |
| | | 1.6 | Identify how an understanding of poor practices, can be applied to own professional practice |
| 2. | Understand the transmission of infection | 2.1 | Explain the conditions needed for the growth of micro-organisms |
| | | 2.2 | Explain the ways an infective agent might enter the body |
| | | 2.3 | Identify common sources of infection |
| | | 2.4 | Explain how infective agents can be transmitted to a person |
| | | 2.5 | Identify the key factors that will make it more likely that infection will occur |
| | | 2.6 | Discuss the role of a national public health body in communicable disease outbreaks |
| Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. | | | |
| Poor practices: soiled linen and clinical waste should be covered for 1.5 and 1.6 | | | |

Unit 12

| Title: | The principles of infection prevention and control |
| --- | --- |
| | Y/616/4058 |
| Level: | 2 |
| Credit value: | 3 |
| Guided learning hours: | 30 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand own and others roles and responsibilities in the prevention and control of infections | 1.1 | Explain employees' roles and responsibilities in relation to the prevention and control of infection |
| | | 1.2 | Explain employers' responsibilities in relation to the prevention and control infection |
| 2. | Understand legislation and policies relating to prevention and control of infections | 2.1 | Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection |
| | | 2.2 | Identify local and organisational policies relevant to the prevention and control of infection |
| 3. | Understand systems and procedures relating to the prevention and control of infections | 3.1 | Describe procedures and systems relevant to the prevention and control of infection |
| | | 3.2 | Explain the potential impact of an outbreak of infection on the individual and the organisation |
| 4. | Understand the importance of risk assessment in relation to the prevention and control of infections | 4.1 | Define the term risk |
| | | 4.2 | Outline potential risks of infection within the workplace |
| | | 4.3 | Describe the process of carrying out a risk assessment |
| | | 4.4 | Explain the importance of carrying out a risk assessment |
| 5. | Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections | 5.1 | Demonstrate correct use of PPE |
| | | 5.2 | Identify different types of PPE |
| | | 5.3 | Explain the reasons for use of PPE |
| | | 5.4 | State current relevant regulations and legislation |

| | | | relating to PPE |
|---|---|---|---|
| | | 5.5 | Describe employees' responsibilities regarding the use of PPE |
| | | 5.6 | Describe employers' responsibilities regarding the use of PPE |
| | | 5.7 | Describe the correct practice in the application and removal of PPE |
| | | 5.8 | Describe the correct procedure for disposal of used PPE |
| 6. | Understand the importance of good personal hygiene in the prevention and control of infections | 6.1 | Describe the key principles of good personal hygiene |
| | | 6.2 | Demonstrate good hand washing technique |
| | | 6.3 | Identify the correct sequence for hand washing |
| | | 6.4 | Explain when and why hand washing should be carried out |
| | | 6.5 | Describe the types of products that should be used for hand washing |
| | | 6.6 | Describe correct procedures that relate to skincare |

Assessment requirements:

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 13

| Title: | Cleaning, decontamination and waste management |
| | D/616/4059 |
| Level: | 2 |
| Credit value: | 2 |
| Guided learning hours: | 20 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand how to maintain a clean environment | 1.1 | State the general principles for environmental cleaning |
| | | 1.2 | Explain the purpose of cleaning schedules |
| | | 1.3 | Describe how the correct management of the environment minimises the spread of infection |
| | | 1.4 | Explain the reason for the national policy for colour coding of cleaning equipment |
| 2. | Understand the principles and steps of the decontamination process | 2.1 | Describe the three steps of the decontamination process |
| | | 2.2 | Describe how and when cleaning agents are used |
| | | 2.3 | Describe how and when disinfecting agents are used |
| | | 2.4 | Explain the role of personal protective equipment (PPE) during the decontamination process |
| | | 2.5 | Explain the concept of risk in dealing with specific types of contamination |
| | | 2.6 | Explain how the level of risk determines the type of agent that may be used to decontaminate |
| | | 2.7 | Describe how equipment should be cleaned and stored |
| 3. | Understand the importance of good waste management practice | 3.1 | Identify the different categories of waste and the associated risks |
| | | 3.2 | Explain how to dispose of the different types of waste safely and without risk to others |
| | | 3.3 | Explain how waste should be stored prior to collection |
| | | 3.4 | Identify the legal responsibilities in relation to waste management |
| | | 3.5 | State how to reduce the risk of sharps injury |

Assessment requirements:

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 14

| Title: | Understand mental health problems |
| | D/616/4062 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 16 |

| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
|---|---|---|
| 1. Understand the types of mental ill health | 1.1 | Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system:<br>- mood disorders,<br>- personality disorders,<br>- anxiety disorders,<br>- psychotic disorders,<br>- substance-related disorders,<br>- eating disorders,<br>- cognitive disorders |
| | 1.2 | Explain the key strengths and limitations of the psychiatric classification system |
| | 1.3 | Explain alternative frameworks for understanding mental distress |
| | 1.4 | Explain indicators of mental ill health |
| 2. Understand the impact of mental ill health on individuals and others in their social network | 2.1 | Explain how individuals experience discrimination |
| | 2.2 | Explain the effects mental ill health may have on an individual |
| | 2.3 | Explain the effects mental ill health may have on those in the individual's familial, social or work network |
| | 2.4 | Explain how to intervene to promote an individual's mental health and well-being |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Assessment criteria 2.2 and 2.3 should cover:

Effects:

- psychological and emotional impacts
- behaviour
- physical health
- practical and financial impacts
- the impact of using services
- social exclusion
- positive impacts

Unit 15

| Title: | Understand the process and experience of dementia |
| | H/616/4080 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 22 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand the neurology of dementia | 1.1 | Describe a range of causes of dementia syndrome. |
| | | 1.2 | Describe the types of memory impairment commonly experienced by individuals with dementia. |
| | | 1.3 | Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia. |
| | | 1.4 | Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia. |
| | | 1.5 | Explain why the abilities and needs of an individual with dementia may fluctuate. |
| 2. | Understand the impact of recognition and diagnosis of dementia | 2.1 | Describe the impact of early diagnosis and follow up to diagnosis. |
| | | 2.2 | Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working. |
| | | 2.3 | Explain the process of reporting possible signs of dementia within agreed ways of working. |
| | | 2.4 | Describe the possible impact of receiving a diagnosis of dementia on the individual their family and friends |
| 3. | Understand how dementia care must be underpinned by a person centred approach | 3.1 | Compare a person centred and a non-person centred approach to dementia care. |

| | | 3.2 | Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia. |
| | | 3.3 | Describe how myths and stereotypes related to dementia may affect the individual and their carers. |
| | | 3.4 | Describe ways in which individuals and carers can be supported to overcome their fears. |

Assessment requirements:  This unit must be assessed in line with Skills for Health's Assessment Principles.

Unit 16

| Title: | Understand the administration of medication to individuals with dementia using a person centred approach A/616/4246 |
|---|---|
| Level: | 3 |
| Credit value: | 2 |
| Guided learning hours: | 15 |

| Learning outcomes  The learner will: | Assessment criteria  The learner can: | |
|---|---|---|
| 1. Understand the common medications available to, and appropriate for, individuals with dementia | 1.1 | Outline the most common medications used to treat symptoms of dementia |
| | 1.2 | Describe how commonly used medications affect individuals with dementia |
| | 1.3 | Explain the risks and benefits of anti-psychotic medication for individuals with dementia |
| | 1.4 | Explain the importance of recording and reporting side effects/adverse reactions to medication |
| | 1.5 | Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain |
| 2. Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication | 2.1 | Describe person-centred ways of administering medicines whilst adhering to administration instructions |
| | 2.2 | Explain the importance of advocating for an individual with dementia who may be prescribed medication |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's assessment principles. | | |

Unit 17

| Title: | Understand the role of communication and interactions with individuals who have dementia |
| --- | --- |
| | F/616/4247 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 26 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand that individuals with dementia may communicate in different ways. | 1.1 | Explain how individuals with dementia may communicate through their behaviour. |
| | | 1.2 | Give examples of how carers and others may misinterpret communication. |
| | | 1.3 | Explain the importance of effective communication to an individual with dementia. |
| | | 1.4 | Describe how different forms of dementia may affect the way an individual communicates. |
| 2. | Understand the importance of positive interactions with individuals with dementia. | 2.1 | Give examples of positive interactions with individuals who have dementia. |
| | | 2.2 | Explain how positive interactions with individuals who have dementia can contribute to their wellbeing. |
| | | 2.3 | Explain the importance of involving individuals with dementia in a range of activities. |
| | | 2.4 | Compare a reality orientation approach to interactions with a validation approach. |
| 3. | Understand the factors which can affect interactions and communication of individuals with dementia. | 3.1 | List the physical and mental health needs that may need to be considered when communicating with an individual with dementia. |
| | | 3.2 | Describe how the sensory impairment of an individual with dementia may affect their communication skills. |

| | | 3.3 | Describe how the environment might affect an individual with dementia. |
|---|---|---|---|
| | | 3.4 | Describe how the behaviour of carers or others might affect an individual with dementia. |
| | | 3.5 | Explain how the use of language can hinder positive interactions and communication. |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's assessment principles. | | | |

Unit 18

| Title: | Understand the diversity of individuals with dementia and the importance of inclusion<br><br>M/616/4132 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 3 | |
| Guided learning hours: | 23 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand the concept of diversity and its relevance to working with individuals who have dementia. | 1.1 | Explain what is meant by the terms<br><br>- diversity<br>- anti-discriminatory practice<br>- anti-oppressive practice. |
| | 1.2 | Explain why it is important to recognise and respect an individual's heritage. |
| | 1.3 | Describe why an individual with dementia may be subjected to discrimination and oppression. |
| | 1.4 | Describe how discrimination and oppressive practice can be challenged. |
| 2. Understand that each individual's experience of dementia is unique | 2.1 | Explain why it is important to identify an individual's specific and unique needs. |
| | 2.2 | Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person. |
| | 2.3 | Describe how the experience of an individual's dementia may impact on carers. |
| | 2.4 | Describe how the experience of dementia may be different for individuals who have a learning disability who are from different ethnic backgrounds at the end of life |
| 3. Understand the importance of working | 3.1 | Explain how current legislation and Government policy supports person centred working. |

| | | 3.2 | Explain how person centred working can ensure that an individual's specific and unique needs are met. |
|---|---|---|---|
| in a person centred way and how this links to inclusion. | | 3.3 | Describe ways of helping an individual's carers or others understand the principles of person centred care. |
| | | 3.4 | Identify practical ways of helping the individual with dementia maintain their identity. |

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

| Title: | Introduction to personalisation in social care |
| | T/616/4133 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 22 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand the meaning of personalisation in social care | 1.1 | Define the term 'personalisation' as it applies in social care |
| | | 1.2 | Explain how personalisation can benefit individuals |
| | | 1.3 | Explain the relationship between rights, choice and personalisation |
| | | 1.4 | Identify legislation and other national policy documents that promote personalisation |
| 2. | Understand systems that support personalisation | 2.1 | List local and national systems that are designed to support personalisation |
| | | 2.2 | Describe the impact that personalisation has on the process of commissioning social care |
| | | 2.3 | Explain how direct payments and individual budgets support personalisation |
| 3. | Understand how personalisation affects the way support is provided | 3.1 | Explain how person centred thinking, person centred planning and person centred approaches support personalisation |
| | | 3.2 | Describe how personalisation affects the balance of power between individuals and those providing support |
| | | 3.3 | Give examples of how personalisation may affect the way an individual is supported from day to day |

| 4. | Understand how to implement personalisation | 4.1 | Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation |
| --- | --- | --- | --- |
| | | 4.2 | Identify potential barriers to personalisation |
| | | 4.3 | Describe ways to overcome barriers to personalisation in day to day work |
| | | 4.4 | Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service |

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

Unit 20

| Title: | Understand the context of supporting individuals with learning disabilities |
| | A/616/4084 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 35 |

| Learning outcomes | | Assessment criteria | |
| The learner will: | | The learner can: | |
| 1. | Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities | 1.1 | Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities |
| | | 1.2 | Explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families |
| 2. | Understand the nature, causes and characteristics of learning disability | 2.1 | Explain what is meant by 'learning disability' |
| | | 2.2 | Describe causes of understand mental health |
| | | 2.3 | Describe the medical and social models of disability |
| | | 2.4 | Evaluate the potential impact on the family of an individual with a learning disability |
| | | 2.5 | Describe the possible impact on a family of having a member with a learning disability |
| 3. | Understand the historical context of learning disability | 3.1 | Explain types services provided for individuals with learning disabilities over time |
| | | 3.2 | Evaluate how past ways of working may affect present services |

| | | 3.3 | Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to : |
|---|---|---|---|
| | | | - where the individual lives |
| | | | - daytime activities |
| | | | - employment |
| | | | - sexual relationships and parenthood |
| | | | - the provision of healthcare |
| 4. | Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families | 4.1 | Explain the meaning of the term 'social inclusion' |
| | | 4.2 | Explain the meaning of the term advocacy |
| | | 4.3 | Describe different types of advocacy |
| | | 4.4 | Analyse strategies to promote empowerment and active participation |
| 5. | Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers | 5.1 | Explain impacts of views and attitudes of others on individuals with a learning disability |
| | | 5.2 | Describe strategies to promote positive attitudes towards individuals with learning disabilities and their family/carers |
| | | 5.3 | Explain the roles of external agencies and others in changing attitudes, policy and practice |
| 6. | Understand how to promote communication with individuals with learning disabilities | 6.1 | Explain how to meet the communication needs of individuals with learning disabilities |
| | | 6.2 | Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities |
| | | 6.3 | Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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 21

| Title: | Principles of supporting an individual to maintain personal hygiene |
| | A/616/4134 |
| Level: | 2 |
| Credit value: | 1 |
| Guided learning hours: | 10 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand the importance of good personal hygiene | 1.1 | Explain why personal hygiene is important |
| | | 1.2 | Describe the effects of poor personal hygiene on health and well-being |
| 2. | Know how to encourage an individual to maintain personal hygiene | 2.1 | Explain how to address personal hygiene issues with an individual in a sensitive manner without imposing own values |
| | | 2.2 | Describe how to make an individual aware of the effects of poor hygiene on others |
| | | 2.3 | Describe how to support an individual to develop and improve personal hygiene routines |
| 3. | Know how to support an individual to maintain personal hygiene | 3.1 | Identify factors that contribute to good personal hygiene |
| | | 3.2 | Explain how to support the preferences and needs of the individual while maintaining their independence |
| | | 3.3 | Describe how to maintain dignity of an individual when supporting intimate personal hygiene |
| | | 3.4 | Describe risks to own health in supporting personal hygiene routines |
| | | 3.5 | Describe how to reduce risks to own health |
| | | 3.6 | Identify others that may be involved in supporting an |

| | | | individual to maintain personal hygiene |
|---|---|---|---|
| 4. | Understand when poor hygiene may be an indicator of other underlying personal issues | 4.1 | Identify underlying personal issues that may be a cause of poor personal hygiene |
| | | 4.2 | Describe how underlying personal issues might be addressed |
| Assessment requirements: n/a | | | |

Unit 22

| Title: | Understand positive risk taking for individuals with disabilities F/616/4135 |
|---|---|
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 25 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | Learning outcomes | | Assessment criteria |
|---|---|---|---|
| 1. | Understand that individuals with disabilities have the same right as everyone else to take risks | 1.1 | Explain ways in which risk is an integral part of everyday life |
| | | 1.2 | Explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks |
| | | 1.3 | Describe the links between risk-taking and responsibility, empowerment and social inclusion |
| 2. | Understand the importance of a positive, person-centred approach to risk assessment | 2.1 | Explain the process of developing a positive person-centred approach to risk assessment |
| | | 2.2 | Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment |
| | | 2.3 | Explain how a service focused approach to risk assessment would differ from a person-centred approach |
| | | 2.4 | Identify the consequences for the individual of a service focused approach to risk-assessment |
| 3. | Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks | 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 |
| 4. | Understand the importance of considering with an individual with | 4.1 | Analyse why individuals with disabilities may be at risk of different forms of abuse, exploitation and |

| | disabilities the risks associated with the choices they make | | harm in different areas of their lives |
|---|---|---|---|
| | | 4.2 | Explain how to support individuals to recognise and manage potential risk in different areas of their lives |
| | | 4.3 | Explain the importance of balancing the choices of the individual with their own and others' health and safety |
| | | 4.4 | Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks |
| | | 4.5 | Explain the importance of recording all discussions and decisions made |
| 5. | Understand the importance of a partnership approach to risk taking | 5.1 | Explain the importance of a person-centred partnership approach |
| | | 5.2 | Describe ways of handling conflict when discussing and making decisions about risk |
| Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles | | | |

| Title: | Understand how to support individuals with autistic spectrum conditions<br><br>J/616/4136 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 3 | |
| Guided learning hours: | 28 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand the main characteristics of autistic spectrum conditions | 1.1 | Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests |
| | 1.2 | Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the "triad of impairments" |
| | 1.3 | Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum |
| | 1.4 | Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition |
| | 1.5 | Describe other conditions that may be associated with the autistic spectrum |
| | 1.6 | Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum |
| 2. Understand how autistic spectrum conditions can impact on the lives of individuals and those around them | 2.1 | Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them |

| | | 2.2 | Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment |
|---|---|---|---|
| | | 2.3 | Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families |
| | | 2.4 | Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition |
| 3. | Understand different theories and concepts about autism | 3.1 | Explain theories about autism related to brain function and genetics psychology |
| | | 3.2 | Explain why there are alternative choices of terminology used to describe the autism spectrum |
| | | 3.3 | Describe the strengths and limitations of different types of terminology |
| | | 3.4 | Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition |
| | | 3.5 | Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis |
| | | 3.6 | Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum |
| 4. | Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions | 4.1 | Identify what legislation and national and local policy and guidance exists |
| | | 4.2 | Explain what individuals or situations the legislation, national and local policy and guidance applies to |
| | | 4.3 | Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs |

| 5. | Understand how to achieve effective communication with individuals with an autistic spectrum condition | 5.1 | Give examples of how "challenging behaviour" can be a way of expressing emotions where there are communication differences |
| | | 5.2 | Describe methods and systems used to develop and support an individual's communication |
| | | 5.3 | Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style |
| 6. | Understand how to support individuals with an autistic spectrum condition | 6.1 | Explain why it is important to establish a person-centred plan catering to an individual's specific preferences and needs |
| | | 6.2 | Explain why consultation with families/parents/carers is important in person-centred planning and support |
| | | 6.3 | Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills |
| | | 6.4 | Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment |
| | | 6.5 | Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm |
| | | 6.6 | Explain how needs change for individuals and their families at different stages of their lives |
| | | 6.7 | Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition |

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

Unit 24

| Title: | Principles of supporting young people with a disability to make the transition into adulthood |
| | H/616/4354 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 30 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand the steps and stages of moving from childhood into adulthood. | 1.1 | Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood |
| | | 1.2 | Explain the changes faced by young people as they move from childhood into adulthood in relation to their: <br> - freedoms <br> - rights <br> - responsibilities |
| | | 1.3 | Explain how culture may impact on the process of moving from childhood into adulthood |
| | | 1.4 | Explain theories about change and how this can affect a young person with a disability |
| 2. | Understand how having a disability may affect the process of moving from childhood into adulthood. | 2.1 | Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families |
| | | 2.2 | Identify challenges young people with a disability might have understanding and coping with change |
| | | 2.3 | Outline the methods that can be used to support a young person with a disability to cope with changes |
| | | 2.4 | Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into to adulthood |
| | | 2.5 | Describe the legislation that affects the right of a young person with a disability to make decisions about their life |

| 3 | Know the options for supporting a young person who has a disability to make the transition into adulthood | 3.1 | Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability |
| | | 3.2 | Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development |
| | | 3.3 | Explain how personal budgets can be used with young people in transition |
| 4 | Understand how to support a young person with a disability through a successful transition | 4.1 | Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process |
| | | 4.2 | Explain how person-centred transition reviews and person-centred thinking can be used as part of this planning process |
| | | 4.3 | Explain the difference in approaches to planning between children's and adults' support services |
| | | 4.4 | Describe how to involve families in the transition process |
| | | 4.5 | Explain the role of key agencies and professionals likely to be involved in the transition process |
| | | 4.6 | Outline possible areas of tension and conflict that may arise during the transition into adulthood |
| | | 4.7 | Compare different methods of support to use with young people with disabilities who have varying abilities |
| 5 | Understand the importance of supporting a young person and their family to reflect on the transition | 5.1 | Explain why it is important to reflect on the transition with the young person and their family |
| | | 5.2 | Explain the importance of recording the process of transition |

Unit 25

| Title: | Understand physical disability |
| | L/616/4137 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 22 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand the importance of differentiating between the individual and the disability | 1.1 | Explain the importance of recognising the centrality of the individual rather than the disability |
| | | 1.2 | Explain the importance of an assessment being person centred |
| | | 1.3 | Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only |
| 2. | Understand the concept of physical disability | 2.1 | Define the term physical disability |
| | | 2.2 | Describe the following terminology used in relation to physical disability: <br> • congenital <br> • acquired <br> • neurological |
| | | 2.3 | Compare a congenital disability with a neurological disability, including causes |
| | | 2.4 | Explain the emotional impact of a progressive disability on the individual |
| | | 2.5 | Compare the different impacts on individuals that congenital and progressive disabilities can have |
| 3. | Understand the impact of living with a physical disability within society | 3.1 | Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability |

| | | 3.2 | Analyse the socio-economic effects of physical disability on an individual |
|---|---|---|---|
| | | 3.3 | Explain the changes that have occurred in society as a result of Disability legislation |
| | | 3.4 | Analyse the extent of improvements for the individual as a result of Disability legislation |
| | | 3.5 | Explain the effects of physical disability on an individual's life choices |
| | | 3.6 | Explain how attitudes either promote a positive or negative perception of disability |
| 4. | Understand the importance of promoting inclusion and independence | 4.1 | Explain the importance of independence and inclusion for individuals with physical disabilities |
| | | 4.2 | Analyse ways that inclusion and independence can be promoted |
| | | 4.3 | Explain the importance of the individual having control of choices and decisions |
| | | 4.4 | Analyse the importance of positive risk-taking for the individual with physical disabilities |
| | | 4.5 | Explain how to encourage the individual to take positive risks while maintaining safety |
| | | 4.6 | Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes |

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

Unit 26

| Title: | Understand sensory loss |
| | R/616/4138 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 21 |

| Learning outcomes | | Assessment criteria | |
| The learner will: | | The learner can: | |
| 1. | Understand the factors that impact on an individual with sensory loss | 1.1 | Analyse how a range of factors can impact on individuals with sensory loss |
| | | 1.2 | Analyse how societal attitudes and beliefs impact on individuals with sensory loss |
| | | 1.3 | Explore how a range of factors, societal attitudes and beliefs impact on service provision |
| 2. | Understand the importance of effective communication for individuals with sensory loss | 2.1 | Explain the methods of communication used by individuals with: <br> • sight loss <br> • hearing loss <br> • deaf blindness |
| | | 2.2 | Describe how the environment facilitates effective communication for people with sensory loss |
| | | 2.3 | Explain how effective communication may have a positive impact on lives on individuals with sensory loss |
| 3. | Understand the main causes and conditions of sensory loss | 3.1 | Identify the main causes of sensory loss |
| | | 3.2 | Define congenital sensory loss and acquired sensory loss |
| | | 3.3 | Identify the demographic factors that influence the incidence of sensory loss in the population |

| 4. | Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken | 4.1 | Identify the indicators and signs of:<br><br>• sight loss<br>• hearing loss<br>• deaf blindness |
|---|---|---|---|
| | | 4.2 | Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status |
| | | 4.3 | Identify sources of support for those who may be experiencing onset of sensory loss |

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

| Title: | Understand models of disability |
|---|---|
| | Y/616/4139 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 26 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand the difference between models of disability | 1.1 | Outline the history and development of the medical, social and psycho-social models of disability |
| | | 1.2 | Compare and contrast the medical, social and psycho-social models of disability |
| 2. | Understand how the adoption of models of disability can shape an individual's identity and experience | 2.1 | Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience |
| 3. | Understand how the adoption of models of disability can shape service delivery | 3.1 | Analyse how the medical, social and psycho-social models of disability can shape service delivery |
| | | 3.2 | Evaluate how own practice promotes the wellbeing and quality of life of individuals |
| Assessment requirements: Units need to be assessed in line with the Skills for Care and Development Assessment Principles | | | |

Unit 28

| Title: | Understand advance care planning<br><br>L/616/4140 |
|---|---|
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 25 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | | | |
|---|---|---|---|
| 1. | Understand the principles of advance care planning | 1.1 | Describe the difference between a care or support plan and an Advance Care Plan |
| | | 1.2 | Explain the purpose of advance care planning |
| | | 1.3 | Identify the national, local and organisational agreed ways of working for advance care planning |
| | | 1.4 | Explain the legal position of an Advance Care Plan |
| | | 1.5 | Explain what is involved in an 'Advance Decision to Refuse Treatment' |
| | | 1.6 | Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (DNACPR) order |
| 2. | Understand the process of advance care planning | 2.1 | Explain when advance care planning may be introduced |
| | | 2.2 | Outline who might be involved in the advance care planning process |
| | | 2.3 | Describe the type of information an individual may need to enable them to make informed decisions |
| | | 2.4 | Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning |
| | | 2.5 | Explain how the individual's capacity to discuss advance care planning may influence their role in the process |

| | | 2.6 | Explain the meaning of informed consent |
|---|---|---|---|
| | | 2.7 | Explain own role in the advance care planning process |
| | | 2.8 | Identify how an Advance Care Plan can change over time |
| | | 2.9 | Outline the principles of record keeping in advance care planning |
| | | 2.10 | Describe circumstances when you can share details of the Advance Care Plan |
| 3. | Understand the person centred approach to advance care planning | 3.1 | Describe the factors that an individual might consider when planning their Advance Care Plan |
| | | 3.2 | Explain the importance of respecting the values and beliefs that impact on the choices of the individual |
| | | 3.3 | Identify how the needs of others may need to be taken into account when planning advance care |
| | | 3.4 | Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning |
| | | 3.5 | Explain how individual's care or support plan may be affected by an Advance Care Plan |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. | | | |

Unit 29

| Title: | Understand how to support individuals during the last days of life |
| | |
| | R/616/4141 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 28 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1 | Understand common features of support during the last days of life | 1.1 | Describe the common signs of approaching death |
| | | 1.2 | Define the circumstances when life-prolonging treatment can be stopped or withheld |
| | | 1.3 | Analyse the importance of any advance care plan in the last days of life |
| | | 1.4 | Identify the signs that death has occurred |
| 2 | Understand the impact of the last days of life on the individual and others | 2.1 | Describe the possible psychological aspects of the dying phase for the individual and others |
| | | 2.2 | Explain the impact of the last days of life on the relationships between individuals and others |
| | | 2.3 | Outline possible changing needs of the individual during the last days of life |
| 3 | Know how to support individuals and others during the last days of life | 3.1 | Describe a range of ways to enhance an individual's wellbeing during the last days of life |
| | | 3.2 | Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life |
| | | 3.3 | Describe how to use an integrated care pathway according to agreed ways of working |
| | | 3.4 | Define key information about the process following death that should be made available to appropriate people according to agreed ways of working |
| 4 | Understand the actions to be taken following an individual's death | 4.1 | Explain national guidelines, local policies and procedures relating to care after death |
| | | 4.2 | Explain the importance of being knowledgeable about an individual's wishes for their after-death care |
| | | 4.3 | Explain the importance of acting in ways that respect the individual's wishes immediately after death |

| | | 4.4 | Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person |
|---|---|---|---|
| | | 4.5 | Describe ways to support others immediately following the death of a close relative or friend |
| 5 | Know how to manage own feelings in relation to an individual's dying or death | 5.1 | Define possible impact of an individual's death on own feelings |
| | | 5.2 | Identify available support systems to manage own feelings in relation to an individual's death |

Unit 30

| Title: | End of life and dementia care |
| --- | --- |
| | Y/616/4142 |
| Level: | 3 |
| Credit value: | 2 |
| Guided learning hours: | 20 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand considerations for individuals with dementia at end of life | 1.1 | Outline in what ways dementia can be a terminal illness |
| | | 1.2 | Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia |
| | | 1.3 | Explain why it is important that end of life care for an individual with dementia must be person-centred |
| | | 1.4 | Explain why individuals with dementia need to be supported to make advance care plans as early as possible |
| 2. | Understand how to support individuals with dementia affected by pain and distress at end of life | 2.1 | Explain why pain in individuals with dementia is often poorly recognised and undertreated |
| | | 2.2 | Describe ways to assess whether an individual with dementia is in pain or distress |
| | | 2.3 | Describe ways to support individuals with dementia to manage their pain and distress at end of life using:<br><br>• Medication<br>• Non medication techniques |
| 3. | Understand how to support carers of individuals with dementia at end of life | 3.1 | Explain why carers may experience guilt and stress at the end of life of an individual with dementia |
| | | 3.2 | Describe ways of supporting carers to understand how the end of life process may differ for individuals |

| | | | with dementia |
|---|---|---|---|
| | | 3.3 | Describe how others caring for individuals with dementia may experience loss and grief |
| | | 3.4 | Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life |
| | | 3.5 | Give examples of how to support carers and others to support an individual with dementia in the final stages of their life |

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

Unit 31

| Title: | Stroke Awareness |
| | D/616/4143 |
| Level: | 2 |
| Credit value: | 3 |
| Guided learning hours: | 28 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| 1. | Know what a stroke is | 1.1 | Identify the changes in the brain associated with stroke |
| | | 1.2 | Outline other conditions that may be mistaken for stroke |
| | | 1.3 | Define the differences between stroke and transient Ischemic Attack (TIA) |
| 2.<br>. | Know how to recognise stroke | 2.1 | List the signs and symptoms of stroke |
| | | 2.2 | Identify the key stages of stroke |
| | | 2.3 | Identify the assessment tests that are available to enable listing of the signs and symptoms |
| | | 2.4 | Describe the potential changes that an individual may experience as a result of stroke |
| 3. | Understand the management of risk factors for stroke | 3.1 | State the prevalence of stroke in the UK |
| | | 3.2 | Identify the common risk factors for stroke |
| | | 3.3 | Describe how risk factors may vary in different settings |
| | | 3.4 | Define the steps that can be taken to reduce the risk of stroke and subsequent stroke |
| 4. | Understand the importance of emergency response and treatment for stroke | 4.1 | Describe why stroke is a medical emergency |
| | | 4.2 | Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working |

| | | 4.3 | Identify the impact on the individual of the key stages of stroke |
|---|---|---|---|
| | | 4.4 | Identify the correct early positioning for airway management |
| | | 4.5 | Identify the information that needs to be included in reporting relevant and accurate history of the incident |
| 5. | Understand the management of stroke | 5.1 | Describe why effective stroke care is important to the management of stroke |
| | | 5.2 | Identify support available to individuals and others affected by stroke |
| | | 5.3 | Identify other agencies or resources to signpost individual or others for additional support and guidance |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. | | | |

Unit 32

| Title: | Understand the effects of ageing in activity provision H/616/4144 |
|---|---|
| Level: | 3 |
| Credit value: | 2 |
| Guided learning hours: | 17 |
| Learning outcomes The learner will: | Assessment criteria The learner can: |

| | Learning outcomes The learner will: | | Assessment criteria The learner can: |
|---|---|---|---|
| 1. | Understand the effects of human ageing | 1.1 | Describe the physiological disorders associated with ageing |
| | | 1.2 | Describe the psychological effects of ageing |
| | | 1.3 | Describe mental health disorders associated with ageing |
| | | 1.4 | Describe the influence of culture on perceptions of ageing |
| 2. | Understand the impact of age-related changes and activity | 2.1 | Explain how the age-related changes can impact on an individual's engagement in activity |
| | | 2.2 | Explain how engagement in activity can affect wellbeing in relation to ageing |
| | | 2.3 | Explain ways in which an activity provider can address the challenges associated with age-related changes to engagement in activity |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. | | | |

Unit 33

| Title: | Understanding and enabling assisting and moving individuals |
|---|---|
| | K/616/4145 |
| Level: | 2 |
| Credit value: | 4 |
| Guided learning hours: | 28 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand the key concepts of manual handling in relation to assisting and moving individuals. | 1.1 | Define the term manual handling. |
| | | 1.2 | Describe the following terms in relation to moving and assisting individuals: <br><br> • risk <br> • hazards <br> • risk assessment <br> • care plan <br> • ergonomic approach. |
| | | 1.3 | Describe how current legislation relates to assisting and moving individuals. |
| | | 1.4 | Identify agreed ways of working that relate to assisting and moving individuals. |
| 2. | Understand the impact of assisting and moving for workers and individuals. | 2.1 | Describe the basic anatomy of the human body affected by assisting and moving. |
| | | 2.2 | Describe a range of aids and equipment that is available for assisting and moving individuals. |
| | | 2.3 | Describe the potential injuries to the worker which may arise by failing to follow approved assisting and moving techniques. |
| | | 2.4 | Describe the potential injuries to the individual which may arise by failing to follow approved assisting and moving techniques. |

| | | 2.5 | Describe the potential legal consequences of injuries to the individual. |
|---|---|---|---|
| 3. | Understand the role of workers and others in relation to assisting and moving. | 3.1 | Describe responsibilities of worker's own role in relation to assisting and moving individuals. |
| | | 3.2 | Identify limitations of worker's own role in relation to assisting and moving individuals. |
| | | 3.3 | Describe the role of others in relation to assisting and moving. |
| | | 3.4 | Describe when advice and/or assistance should be sought to assist or move an individual safely. |
| 4. | Be able to prepare an environment before assisting and moving an individual. | 4.1 | Describe why necessary preparatory checks are completed including:<br><br>• the individual's care plan,<br>• moving and handling risk assessment,<br>• legal requirements for the safety of equipment. |
| | | 4.2 | Demonstrate that standard precautions for infection prevention and control are applied to:<br><br>• the worker<br>• the individual<br>• equipment |
| | | 4.3 | Identify any immediate risks to the individual and how these should be assessed both formally (documented) and informally (on the spot). |
| | | 4.4 | Describe the use of written risk assessment tools in relation to identified risks. |
| | | 4.5 | Describe the steps that should be taken to ensure the environment supports an individual's dignity during assisting and moving activities. |
| | | 4.6 | Describe the additional risk factors that need to be considered when working with one or more colleagues to provide mobility assistance. |
| | | 4.7 | Demonstrate how to prepare the immediate environment, ensuring:<br><br>• adequate space for the move in agreement |

| | | | with all concerned |
| | | | • that potential hazards are removed |
| | | | • that any equipment has been checked as safe to use. |
|---|---|---|---|
| 5. | Be able to support the individual to prepare before assisting and moving. | 5.1 | Communicate to ensure that, where applicable, the individual:<br><br>(a) can provide valid consent where appropriate,<br><br>(b) can participate in the procedure,<br><br>(c) can communicate how much they wish to do for themselves,<br><br>(d) can agree the level of support required,<br><br>(e) understands why and how an action/activity is being undertaken. |
| | | 5.2 | Describe what actions should be taken when the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment. |
| | | 5.3 | Describe where to seek advice and assistance if the individual's wishes conflict with their care plan. |
| 6. | Be able to assist and move an individual in accordance with the individual's risk assessment and care plan. | 6.1 | Demonstrate that the care plan is followed in a way that is satisfactory to the individual. |
| | | 6.2 | Communicate with the individual throughout, in order to provide support and reassurance. |
| | | 6.3 | Communicate with the individual to ensure that assisting and moving techniques are not causing any undue pain or discomfort. |
| | | 6.4 | Demonstrate the appropriate use of equipment in order to maintain the individual in the appropriate position. |
| | | 6.5 | Observe the individual throughout the activity so that movement can be stopped if there is an adverse reaction. |
| | | 6.6 | Communicate with any co-workers throughout the manoeuvre where appropriate. |
| | | 6.7 | Identify when to seek advice or assistance in order to prevent harm or danger to the individual or self. |

| 7. | Be able to report and record changes that may affect the individual's care and support plan for assisting and moving. | 7.1 | Describe what changes may occur in relation to:<br><br>(a) the individual<br><br>(b) environment<br><br>(c) equipment<br><br>and how this may impact on the care and support plan of an individual. |
| --- | --- | --- | --- |
| | | 7.2 | Describe how changes should be reported and recorded. |
| Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. | | | |

Unit 34

| Title: | Diabetes Awareness |
| | |
| | M/616/4146 |
| Level: | 3 |
| Credit value: | 6 |
| Guided learning hours: | 46 |

| Learning outcomes | | Assessment criteria | |
| The learner will: | | The learner can: | |
| 1. | Understand diabetes and the associated implications | 1.1 | Define diabetes |
| | | 1.2 | Identify prevalence rates for different types of diabetes |
| | | 1.3 | Describe possible key long-term complications to health as a result of having diabetes |
| | | 1.4 | Explain what is meant by the term hyperglycaemia |
| | | 1.5 | Explain what is meant by the term hypoglycaemia |
| | | 1.6 | Explain the procedure of referring an individual with diabetes to others |
| 2. | Know the most common types of diabetes and their causes | 2.1 | Describe key features of Type 1 diabetes |
| | | 2.2 | Describe key features of Type 2 diabetes |
| | | 2.3 | List the most common possible causes of diabetes:<br><br>• Type 1<br>• Type 2 |
| | | 2.4 | Describe the likely signs and symptoms of diabetes |
| | | 2.5 | Outline contributing risk factors that may lead to the development of Type 2 diabetes |
| 3. | Understand how to implement a | 3.1 | Define person-centred support |

| | | | |
|---|---|---|---|
| | person-centred approach when supporting individuals with diabetes | 3.2 | Explain the importance of using individualised care plans to support individuals with diabetes |
| | | 3.3 | Explain the care pathway for the individual with newly diagnosed Type 2 diabetes |
| | | 3.4 | Explain what self-care skills are |
| | | 3.5 | Explain how to work with an individual, and or their carer, to optimise self-care skills |
| | | 3.6 | Explain the importance of supporting individuals to make informed decisions |
| 4. | Understand the nutritional needs of individuals with diabetes | 4.1 | Explain the principles of a balanced diet |
| | | 4.2 | Analyse how different carbohydrates affect blood glucose level |
| | | 4.3 | Explain the role of the nutritional plan and how to report any related problems |
| 5. | Understand factors relating to an individual's experience of diabetes | 5.1 | Describe how different individuals may experience living with diabetes |
| | | 5.2 | Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes |
| | | 5.3 | Explain how an individual can manage their diabetes through different aspects of their lifestyle |
| 6. | Understand the importance of monitoring diabetes | 6.1 | Explain the importance of accurately measuring blood pressure when supporting individuals with diabetes |
| | | 6.2 | Identify the normal parameters for blood pressure |
| | | 6.3 | Explain the purpose of accurate blood glucose monitoring for individuals with diabetes |
| | | 6.4 | State the normal blood glucose range |
| | | 6.5 | Explain the purpose of accurate urine monitoring for individuals with diabetes |
| | | 6.6 | Describe the annual review checks needed to screen for long term complications |
| 7. | Understand the links between diabetes | 7.1 | Explain the links between diabetes and: |

| and other conditions | | • dementia |
|---|---|---|
| | | • depression |
| | | • pregnancy |
| Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. | | |

Unit 35

| Title: | Recognise indications of substance misuse and refer individuals to specialists<br><br>T/616/4147 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 4 | |
| Guided learning hours: | 24 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Recognise indications of substance misuse. | 1.1 | Identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents). |
| | 1.2 | Identify possible indications of substance misuse (eg physical, behavioural, social and emotional). |
| | 1.3 | Identify other factors which produce indications that may be interpreted as caused by substance misuse. |
| | 1.4 | Show how to obtain specialist assistance where required. |
| | 1.5 | Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date. |
| 2. Assess and monitor risk. | 2.1 | Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures. |
| | 2.2 | Review the assessment of risk and explain why this is important. |
| | 2.3 | Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk. |

| 3. | Handle information and maintain records. | 3.1 | Identify situations and actions taken in line with organisational requirements and explain the importance of doing so. |
|----|------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------|
|    |                                          | 3.2 | Identify the rights of individuals and the principle of confidentiality. |
| 4. | Refer individuals to appropriate services. | 4.1 | Identify the range of services relevant to substance misuse available locally and nationally. |
|    |                                          | 4.2 | Demonstrate how to refer individuals to services in line with organisational requirements. |
|    |                                          | 4.3 | Provide appropriate services with complete and accurate information about the situation in line with organisational requirements. |

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

Unit 36

| Title: | Support individuals who are substance users<br><br>A/616/4148 |
|---|---|
| Level: | 3 |
| Credit value: | 7 |
| Guided learning hours: | 42 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | Learning outcomes | | Assessment criteria |
|---|---|---|---|
| 1. | Understand about different substances, their effects and how they might be used. | 1.1 | Identify the different substances which individuals might use, how they are used and their likely effects. |
| | | 1.2 | Identify the risks involved with substance use both in the short and the long term (e.g. overdose, dependence and associated health risks). |
| | | 1.3 | Explain legislation, policies and guidelines on the use and storage of substances. |
| 2. | Enable individuals to adopt safe practices associated with substance use | 2.1 | Explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use. |
| | | 2.2 | Communicate with individuals in manner that maximise the individuals' understanding. |
| | | 2.3 | Support individuals to discuss their circumstances and history of substance use. |
| | | 2.4 | Advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely. |
| | | 2.5 | Support individuals to dispose of hazardous materials and equipment safely. |
| | | 2.6 | Describe harm reduction strategies, how and why these may differ from individual to individual. |
| | | 2.7 | Identify the potential effects and difficulties that are |

| | | | |
|---|---|---|---|
| | | | likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them. |
| 3. | Support individuals when they have used substances. | 3.1 | Explain relevant policies and procedures for the support of individuals who have used substances. |
| | | 3.2 | Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual. |
| | | 3.3 | Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety. |
| | | 3.4 | Support individuals to meet their own needs and requirements after the effects of the substance have worn off. |
| | | 3.5 | Show when and how to request further support and assistance. |
| | | 3.6 | Report information about episodes of substance use to an appropriate person and record it in the required format. |
| 4. | Support individuals in reducing substance use. | 4.1 | Assist individuals who have made a commitment to reduce substance use to review their reasons for doing so. |
| | | 4.2 | Offer support to individuals which respects their individual rights, and is appropriate to their needs. |
| | | 4.3 | Assist individuals to review their progress in reducing substance use. |
| | | 4.4 | Describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided. |
| | | 4.5 | Identify the specialist agencies and support networks involved in supporting substance users. |
| Assessment requirements: Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence. | | | |

| Title: | Identify and act upon immediate risk of danger to substance misusers |
|---|---|
| | F/616/4149 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 24 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | | | |
|---|---|---|---|
| 1. | Identify immediate risk of danger to substance misusers | 1.1 | Describe the range of different substances subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents) |
| | | 1.2 | Describe any signs of immediate risk of danger which may include risk of<br><br>(a) overdose<br><br>(b) individuals causing injury or harm to themselves or others (e.g. family members) |
| | | 1.3 | Explain the relevant policies and procedures for dealing with risk of danger to individuals and others |
| 2. | Act upon immediate risk of danger to substance misusers | 2.1 | Describe how to make the individual aware that they are available and willing to help |
| | | 2.2 | Obtain information on the substance used from the individual or any person near the individual |
| | | 2.3 | Obtain personal details from the individual or any person near the individual |
| | | 2.4 | Encourage the individual to describe any pain or discomfort they may be experiencing |
| | | 2.5 | Take actions which are appropriate to the substance used and the effect it has had on the individual e.g. |

| | | | (a) calming the individual, if the individual is in an agitated state, if safe to do so |
| | | | (b) reviving the individual, if the individual seems to be in a withdrawn state |
| | | 2.6 | Show how to interact with the individual in a manner which recognises their needs and rights |
| | | 2.7 | Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety |
| | | 2.8 | Demonstrate when and how to request any first aid treatment/support |
| | | 2.9 | Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (e.g. to access to relevant agencies and services) |
| | | 2.10 | Record all information and report to appropriate person in the required format. |

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

| Title: | Test for substance use |
| --- | --- |
| | T/616/4150 |
| Level: | 3 |
| Credit value: | 5 |
| Guided learning hours: | 30 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Prepare to test individuals for substance use. | 1.1 | Identify those individuals to be tested for substance misuse and make arrangements for tests to be witnessed, where required. |
| | | 1.2 | Demonstrate that the environment in which the tests are to be carried out and the procedures to be used comply with health, safety and security policies, and afford privacy and dignity. |
| | | 1.3 | Confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures. |
| | | 1.4 | Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested. |
| | | 1.5 | Obtain the individual's consent for testing procedures. |
| | | 1.6 | Explain clearly and precisely to individuals what they have to do to provide their samples. |
| 2. | Test for substances. | 2.1 | Take samples (eg breath, urine, blood, hair and saliva) according to clinical and organisational policies and procedures. |
| | | 2.2 | Test samples, or refer them for testing, in accordance with clinical and organisational policies and |

| | | | procedures. |
|---|---|---|---|
| | | 2.3 | Follow suppliers/manufacturer's instructions for use of equipment, where appropriate. |
| | | 2.4 | Dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures. |
| | | 2.5 | Explain possible causes of false readings in the types of tests carried out. |
| 3. | Communicate outcomes of testing for substances. | 3.1 | Communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences. |
| | | 3.2 | Obtain individual's informed consent when test results are to be shared with other practitioners. |
| | | 3.3 | Complete accurate records of tests and associated reports in accordance with organisational policy and procedures. |
| Assessment requirements: Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence. | | | |

Unit 39

| Title: | Carry out initial assessments to identify and prioritise the needs of substance misusers |
| | |
| | A/616/4151 |
| Level: | 3 |
| Credit value: | 5 |
| Guided learning hours: | 30 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand the range of difference substances and their effects | 1.1 | Identify the range of different substances and their effects |
| | | 1.2 | Identify different indications of substance misuse |
| | | 1.3 | Demonstrate ways of keeping knowledge about substances and indications of substance misuse up to date |
| | | 1.4 | Explain the jargon used by substance misusers in the locality |
| 2. | Evaluate individuals' substance misuse and understanding of substance misuse services | 2.1 | Explain why the assessment of individuals should be carried out promptly |
| | | 2.2 | Obtain information from the individual and if applicable, from the referring agency, in line with protocols |
| | | 2.3 | Carry out the assessment in line with locally agreed criteria and using standardised documentation |
| | | 2.4 | Assess the individual's understanding of services available and readiness to engage in a treatment programme |
| | | 2.5 | Manage challenging, abusive, aggressive or chaotic behaviour |

| | | 2.6 | Assess the risks to the individual which may result from substance misuse and/or co-existent problems |
|---|---|---|---|
| | | 2.7 | Identify appropriate persons who can provide support when there are any problems with the assessment |
| | | 2.8 | Demonstrate how to involve adults with parental responsibility in the assessment and referral of children and young people |
| | | 2.9 | Demonstrate how to take account of a child or young person's age and maturity when involving them in assessment |
| | | 2.10 | Describe the principles of the relevant legislation |
| 3. | Assess individuals' needs and appropriate interventions | 3.1 | Present possible interventions to the individual in a positive manner and review the advantages and disadvantages with them |
| | | 3.2 | Agree an appropriate course of action with the individual according to the type of intervention required |
| | | 3.3 | Demonstrate how to achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care |
| | | 3.4 | Justify the choice of intervention according to locally agreed criteria |
| | | 3.5 | Describe how to ensure consistency of approach with other members of the substance misuse team |
| 4. | Make referrals to substance misuse services. | 4.1 | Explain the importance of referring individuals to the appropriate service with the required degree of urgency |
| | | 4.2 | Plan arrangements for the referral with the individual and facilitate their contact with the service |
| | | 4.3 | Make referrals and share information with services in line with local protocols |
| | | 4.4 | Obtain feedback from the service to evaluate and refine referral practices |

| | | 4.5 | Record details of the assessment and resulting actions taken |
|---|---|---|---|

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

| Title: | Administer medication to individuals and monitor the effects |
| --- | --- |
| | F/616/4152 |

| Level: | 3 |
| --- | --- |

| Credit value: | 5 |
| --- | --- |

| Guided learning hours: | 30 |
| --- | --- |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
| --- | --- | --- | --- |
| 1. | Understand legislation, policy and procedures relevant to administration of medication | 1.1 | Identify current legislation, guidelines, policies and protocols relevant to the administration of medication |
| 2. | Know about common types of medication and their use | 2.1 | Describe common types of medication including their effects and potential side effects |
| | | 2.2 | Identify medication which demands specific physiological measurements |
| | | 2.3 | Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required |
| | | 2.4 | Explain the different routes of medicine administration |
| 3. | Understand procedures and techniques for the administration of medication | 3.1 | Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes |
| | | 3.2 | Identify the required information from prescriptions / medication administration charts |
| 4. | Prepare for the administration of medication | 4.1 | Apply standard precautions for infection control |
| | | 4.2 | Explain ways to ensure the appropriate timing of medication |
| | | 4.3 | Obtain the **individual**'s consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns |
| | | 4.4 | Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet |
| 5. | Administer and monitor medication | 5.1 | Select the route for the administration of medication, according to the individual's medication administration record and the drug to be administered, and prepare the site if necessary |

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

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.

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

Unit 41

| Title: | Understand and meet the nutritional requirements of individuals with dementia J/616/4153 |
|---|---|
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 26 |

| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
|---|---|---|
| 1. Understand the nutritional needs that are unique to individuals with dementia | 1.1 | Describe how cognitive, functional and emotional changes associated with dementia can affect eating, drinking and nutrition |
| | 1.2 | Explain how poor nutrition can contribute to an individual's experience of dementia. |
| | 1.3 | Outline how other health and emotional conditions may affect the nutritional needs of an individual with dementia |
| | 1.4 | Explain the importance of recognising and meeting an individual's personal and cultural preferences for food and drink. |
| | 1.5 | Explain why it is important to include a variety of food and drink in the diet of an individual with dementia |
| 2. Understand the effect that that mealtime environments can have on an individual with dementia | 2.1 | Describe how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia |
| | 2.2 | Describe how mealtime environments and food presentation can be designed to help an individual to eat and drink |
| | 2.3 | Describe how a person centred approach can support an individual, with dementia at different |

| | | | levels of ability, to eat and drink |
|---|---|---|---|
| 3. | Be able to support an individual with dementia to enjoy good nutrition | 3.1 | Demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences |
| | | 3.2 | Demonstrate how meal times for an individual with dementia are planned to support his/her ability to eat and drink |
| | | 3.3 | Demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed |
| | | 3.4 | Demonstrate how a person centred approach to meeting nutritional requirements has improved the well-being of an individual with dementia |

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

Learning outcome 3 needs to be assessed in the workplace environment.

Unit 42

| Title: | Enable rights and choices of individuals with dementia whilst minimising risks L/616/4154 |
|---|---|
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 26 |

| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
|---|---|---|---|
| 1. | Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm | 1.1 | Explain the impact of key legislation that relates to fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia |
| | | 1.2 | Evaluate agreed ways of working that relate to rights and choices of an individual with dementia |
| | | 1.3 | Explain how and when personal information may be shared with carers and others, taking into account legislative frameworks and agreed ways of working |
| 2. | Be able to maximise the rights and choices of individuals with dementia | 2.1 | Demonstrate that the best interests of an individual with dementia are considered when planning and delivering care and support |
| | | 2.2 | Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests |
| | | 2.3 | Explain why it is important not to assume that an individual with dementia cannot make their own decisions |
| | | 2.4 | Describe how the ability of an individual with dementia to make decisions may fluctuate |
| 3. | Be able to involve carers and others in supporting individuals with dementia | 3.1 | Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises |

| | | 3.2 | Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk |
|---|---|---|---|
| | | 3.3 | Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution |
| 4. | Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices | 4.1 | Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia |
| | | 4.2 | Demonstrate that key physical aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia |
| | | 4.3 | Demonstrate that key social aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia |
| Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development's assessment principles. | | | |

Note: The first row's right column begins with "risk of harm" (continuation from previous page).

Unit 43

| Title: | Understand and enable interaction and communication with individuals who have dementia |
| --- | --- |
| | R/616/4155 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 30 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand the factors that can affect interactions and communication of individuals with dementia | 1.1 | Explain how different forms of dementia may affect the way an individual communicates |
| | | 1.2 | Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia |
| | | 1.3 | Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment |
| | | 1.4 | Describe the impact the behaviours of carers and others may have on an individual with dementia |
| 2. | Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques | 2.1 | Demonstrate how to use different communication techniques with an individual who has dementia |
| | | 2.2 | Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia |
| | | 2.3 | Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others |
| 3. | Be able to communicate positively with an individual who has dementia by valuing their individuality | 3.1 | Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan |

| | | 3.2 | Demonstrate how the individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness |
|---|---|---|---|
| 4. | Be able to use positive interaction approaches with individuals with dementia | 4.1 | Explain the difference between a reality orientation approach to interactions and a validation approach |
| | | 4.2 | Demonstrate a positive interaction with an individual who has dementia |
| | | 4.3 | Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia |
| | | 4.4 | Demonstrate how to use aspects of the social environment to enable positive interactions with individuals with dementia |
| | | 4.5 | Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia |

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

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

Unit 44

| Title: | Equality, diversity and inclusion in dementia care practice |
| | Y/616/4156 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 31 |

| Learning outcomes | | Assessment criteria | |
| The learner will: | | The learner can: | |
| 1. | Understand that each individual's experience of dementia is unique | 1.1 | Explain why it is important to recognise and respect an individual's heritage |
| | | 1.2 | Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person |
| | | 1.3 | Describe how the experience of dementia may be different for individuals: <br> • who have a learning disability <br> • who are from different ethnic backgrounds <br> • who are at the end of life |
| | | 1.4 | Describe how the experience of an individual's dementia may impact on carers |
| 2. | Understand the importance of diversity, equality and inclusion in dementia care and support | 2.1 | Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support |
| | | 2.2 | Describe the ways in which an individual with dementia may be subjected to discrimination and oppression |
| | | 2.3 | Explain the potential impact of discrimination on an individual with dementia |
| | | 2.4 | Analyse how diversity, equality and inclusion are |

| | | | addressed in dementia care and support |
|---|---|---|---|
| 3. | Be able to work in a person centred manner to ensure inclusivity of the individual with dementia | 3.1 | Demonstrate how to identify an individual's uniqueness |
| | | 3.2 | Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion |
| | | 3.3 | Demonstrate practical ways of helping an individual with dementia to maintain their dignity |
| | | 3.4 | Demonstrate how to engage and include an individual with dementia in daily life |
| 4. | Be able to work with others to encourage support for diversity and equality | 4.1 | Work with others to promote diversity and equality for individuals with dementia |
| | | 4.2 | Demonstrate how to share the individual's preferences and interests with others |
| | | 4.3 | Explain how to challenge discrimination and oppressive practice of others when working with an individual with dementia |

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

LOs 3 and 4 must be assessed in a real work environment

Unit 45

| Title: | Provide support to manage pain and discomfort |
| | D/616/4157 |
| Level: | 2 |
| Credit value: | 2 |
| Guided learning hours: | 15 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand approaches to managing pain and discomfort | 1.1 | Explain the importance of a holistic approach to managing pain and discomfort |
| | | 1.2 | Describe different approaches to alleviate pain and minimise discomfort |
| | | 1.3 | Outline **agreed ways of working** that relate to managing pain and discomfort |
| 2. | Be able to assist in minimising individuals' pain or discomfort | 2.1 | Describe how pain and discomfort may affect an **individual's** holistic well-being and communication |
| | | 2.2 | Encourage an individual to express their discomfort or pain |
| | | 2.3 | Explain how to recognise that an individual is in pain when they are not able to verbally communicate this |
| | | 2.4 | Support carers to recognise when individuals are in pain or discomfort |
| | | 2.5 | Explain how to evaluate pain levels using **assessment tools** in own area of work |
| | | 2.6 | Encourage an individual and their carers to use self-help methods of pain control |
| | | 2.7 | Assist an individual to be positioned safely and comfortably |
| | | 2.8 | Carry out agreed measures to alleviate pain and discomfort |
| 3. | Be able to monitor, record and report on the management of individuals' pain or discomfort | 3.1 | Carry out required monitoring activities relating to management of an individual's pain or discomfort |
| | | 3.2 | Complete records in line with agreed ways of working |
| | | 3.3 | Report findings and concerns as required |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.

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

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

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

**Assessment tools** includes the use of pain scores

Unit 46

| Title: | Undertake agreed pressure area care |
| | H/616/4158 |
| Level: | 2 |
| Credit value: | 4 |
| Guided learning hours: | 30 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand the anatomy and physiology of the skin in relation to pressure area care | 1.1 | Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores |
| | | 1.2 | Identify pressure sites of the body |
| | | 1.3 | Identify factors which might put an **individual** at risk of skin breakdown and pressure sores |
| | | 1.4 | Describe how incorrect handling and moving techniques can damage the skin |
| | | 1.5 | Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores |
| | | 1.6 | Describe changes to an individual's skin condition that should be reported |
| 2. | Understand good practice in relation to own role when undertaking pressure area care | 2.1 | Identify legislation and national guidelines affecting pressure area care |
| | | 2.2 | Describe agreed ways of working relating to pressure area care |
| | | 2.3 | Describe why team working is important in relation to providing pressure area care |
| 3. | Be able to follow the agreed care plan | 3.1 | Describe why it is important to follow the agreed care plan |
| | | 3.2 | Ensure the agreed care plan has been checked prior |

| | | | to undertaking the pressure area care |
|---|---|---|---|
| | | 3.3 | Identify any concerns with the agreed care plan prior to undertaking the pressure area care |
| | | 3.4 | Describe actions to take where any concerns with the agreed care plan are noted |
| | | 3.5 | Identify the pressure area risk assessment tools which are used in own work area |
| | | 3.6 | Explain why it is important to use risk assessment tools |
| 4. | Understand the use of materials, equipment and resources that are available when undertaking pressure area care | 4.1 | Identify a range of aids or equipment used to relieve pressure |
| | | 4.2 | Describe safe use of aids and equipment. |
| | | 4.3 | Identify where up-to-date information and support can be obtained about:<br><br>• materials<br>• equipment<br>• resources |
| 5. | Be able to prepare to undertake pressure area care | 5.1 | Prepare equipment and environment in accordance with health and safety guidelines |
| | | 5.2 | Obtain **valid consent** for the pressure area care |
| 6. . | Be able to undertake pressure area care | 6.1 | Carry out pressure area care procedure in a way that:<br><br>• respects the individual's dignity and privacy<br>• maintains safety<br>• ensures the individual's comfort<br>• promotes **active participation**<br>• promotes partnership working |
| | | 6.2 | Apply standard precautions for infection prevention and control |
| | | 6.3 | Carry out the pressure area care procedure without obstruction from bedding and clothing |
| | | 6.4 | Move an individual using approved techniques and in accordance with the agreed care plan |

| | | 6.5 | Use pressure relieving aids in accordance with the care plan and any safety instructions |
|---|---|---|---|
| | | 6.6 | Communicate effectively with the individual throughout the intervention |
| | | 6.7 | Complete all records and documentation accurately and legibly |

Assessment requirements: This unit must be assessed in accordance with the Skills for Health's Assessment Principles. Learning outcomes 3, 5 and 6 must be assessed in a real work environment.

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

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

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

Unit 47

| Title: | Move and position individuals in accordance with their plan of care

K/616/4159 |
|---|---|
| Level: | 2 |
| Credit value: | 4 |
| Guided learning hours: | 26 |
| Learning outcomes

The learner will: | Assessment criteria

The learner can: |
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals | 1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals |
| | 1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals |
| | 1.3 Describe health and safety factors in relation to moving and positioning individuals |
| 2. Understand anatomy and physiology in relation to moving and positioning individuals | 2.1 Outline the anatomy and physiology of the human body in relation to moving and positioning individuals |
| | 2.2 Describe the impact of specific conditions on the movement and positioning of an individual |
| 3. Be able to minimise risk before moving and positioning individuals | 3.1 Carry out preparatory checks using:
• the individual's care plan
• the moving and handling risk assessment |
| | 3.2 Identify any immediate risks to the individual |
| | 3.3 Describe the action to take in relation to identified risks |
| | 3.4 Describe the action to take if the individual's wishes conflict with their care plan |

| | | 3.5 | Prepare the environment ensuring:<br><br>• adequate space for the move<br><br>• potential hazards are removed |
|---|---|---|---|
| | | 3.6 | Apply standard precautions for infection control |
| 4. | Be able to move and position an individual | 4.1 | Confirm the individual's identity and obtain valid consent |
| | | 4.2 | Communicate with the individual in a manner which:<br><br>• provides relevant information<br>• addresses needs and concerns<br>• provides support and reassurance<br>• is respectful of personal beliefs and preferences |
| | | 4.3 | Position the individual in accordance with their care plan |
| | | 4.4 | Communicate effectively with others involved in the manoeuvre |
| | | 4.5 | Describe the aids and equipment that may be used for moving and positioning |
| | | 4.6 | Use equipment to maintain the individual in the appropriate position |
| | | 4.7 | Encourage the individual's active participation in the manoeuvre |
| | | 4.8 | Monitor the individual throughout the activity |
| | | 4.9 | Record and report the activity noting when the next positioning manoeuvre is due |
| 5. | Know when to seek advice and/or assistance from others when moving and positioning an individual | 5.1 | Describe when advice and/or assistance should be sought in relation to moving or positioning an individual |
| | | 5.2 | Describe sources of information available in relation to moving and positioning individuals |

Assessment requirements: This unit must be assessed in accordance with Skills for Health Assessment Principles

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Experience living with dementia: depending on age, type of dementia, and level of ability and disability

Others may include:

- team members

- other colleagues

- those who use or commission their own health or social care services

- families, carers and advocates

Unit 48

| Title: | Provide support to maintain and develop skills for everyday life |
|---|---|
| | K/161/4162 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 28 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand the context of supporting skills for everyday life | 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 |
| 2. | Be able to support individuals to plan for maintaining and developing skills for everyday life | 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 |
| 3. | Be able to support individuals to retain, regain or develop skills for everyday life | 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 |

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

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

Unit 49

| Title: | Facilitate learning and development activities to meet individual needs and preferences<br><br>A/616/4165 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 5 | |
| Guided learning hours: | 35 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1.  Understand the role of learning and development activities in meeting individual needs | 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 |
| 2. Be able to identify learning and development activities to meet individual needs and preferences | 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 |
| 3. Be able to plan learning and development activities with individuals | 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 |
| 4. | Be able to prepare for learning and development activities | 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 |
| 5. | Be able to facilitate learning and development activities with individuals | 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 |
| 6. | Be able to evaluate and review learning and development activities | 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 |

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

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

Unit 50

| Title: | Implement therapeutic group activities |
|---|---|
| | F/616/4166 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 25 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand the principles of therapeutic group activities | 1.1 | Explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and well-being |
| | | 1.2 | Analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances |
| | | 1.3 | Compare key points of theories about group dynamics |
| 2. | Be able to plan and prepare for therapeutic group activities | 2.1 | Work with individuals and others to agree:<br><br>the nature and purpose of a therapeutic group<br>specific activities to fit the purpose of the group |
| | | 2.2 | Address any risks that may be associated with the planned activities |
| | | 2.3 | Prepare the environment for a therapeutic group activity |
| | | 2.4 | Prepare equipment or resources needed for the activity |
| 3. | Be able to support individuals during therapeutic group activities | 3.1 | Support group members to understand the purpose and proposed activity of the group |
| | | 3.2 | Support group members during the activity in ways that encourage effective communication, active participation and co-operation |
| | | 3.3 | Give direction, praise, reassurance and constructive |

| | | | feedback during the activity |
|---|---|---|---|
| | | 3.4 | Support the group to bring the activity to a safe and timely end |
| 4. | Be able to contribute to the evaluation of therapeutic group activities | 4.1 | Encourage and support individuals to give feedback during and after group activities |
| | | 4.2 | Agree processes and criteria for evaluating the therapeutic benefits of the group and its activities |
| | | 4.3 | Carry out own responsibilities for supporting the evaluation and agreeing any revisions |
| | | 4.4 | Record and report on outcomes and any revisions in line with agreed ways of working |

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

Learning outcomes 2, 3 and 4 must be assessed in a real work environment, in ways that do not intrude on the privacy of individuals.

Unit 51

| Title: | Support individuals to access and use services and facilities |
| | Y/616/4173 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 25 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand factors that influence individuals' access to services and facilities | 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 |
| 2. | Be able to support individuals to select services and facilities | 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 |
| 3. | Be able to support individuals to access and use services and facilities | 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 |
|---|---|---|---|
| 4. | Be able to support individuals' to review their access to and use of services and facilities | 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 |

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

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

Unit 52

| Title: | Facilitate person centred assessment, planning, implementation and review |
|---|---|
| | H/616/4175 |
| Level: | 3 |
| Credit value: | 6 |
| Guided learning hours: | 45 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand the principles of person-centred assessment and care planning | 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 |
| 2. | Be able to facilitate person - centred assessment | 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 and aspirations as well as needs |
| | | 2.5 | Work with the individual and others to identify support requirements and preferences |
| 3. | Be able to contribute to the planning of care or support | 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 |
| 4. | Be able to support the implementation of care plans | 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 |
| 5. | Be able to monitor care plans | 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 |
| 6. | Be able to facilitate a review of care plans and their implementation | 6.1 | Seek agreement with the individual and others about:<br><br>who should be involved in the review process<br>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 |
| Assessment requirements: "Unit must be assessed in accordance with Skills for Care Development's Assessment Principles | | | |

Unit 53

| Title: | Support individuals to live at home |
| --- | --- |
| | M/616/4177 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 29 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
| --- | --- | --- | --- |
| 1. | Understand the principles of supporting individuals to live at home | 1.1 | Describe how being supported to live at home can benefit an individual |
| | | 1.2 | Compare the roles of people and agencies who may be needed to support an individual to live at home |
| | | 1.3 | Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home |
| | | 1.4 | Explain how risk management contributes to supporting individuals to live at home |
| 2. | Be able to contribute to planning support for living at home | 2.1 | Identify with an individual the strengths, skills and existing networks they have that could support them to live at home |
| | | 2.2 | Identify with an individual their needs that may require additional support and their preferences for how the needs may be met |
| | | 2.3 | Agree with the individual and others the risks that need to be managed in living at home and ways to address them |
| 3. | Be able to work with individuals to secure additional services and facilities to enable them to live at home | 3.1 | Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home |
| | | 3.2 | Work with the individual and others to select resources, facilities and services that will meet the |

|   |   |     |                                                                                                       |
|---|---|-----|-------------------------------------------------------------------------------------------------------|
|   |   |     | individual's needs and minimise risks                                                                 |
|   |   | 3.3 | Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation |
|   |   | 3.4 | Obtain permission to provide additional information about the individual in order to secure resources, services and facilities |
| 4. | Be able to work in partnership to introduce additional services for individuals living at home | 4.1 | Agree roles and responsibilities for introducing additional support for an individual to live at home |
|   |   | 4.2 | Introduce the individual to new resources, services, facilities or support groups                     |
|   |   | 4.3 | Record and report on the outcomes of additional support measures in required ways                     |
| 5. | Be able to contribute to reviewing support for living at home | 5.1 | Work with the individual and others to agree methods and timescales for on-going review               |
|   |   | 5.2 | Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support |
|   |   | 5.3 | Work with the individual and others to agree revisions to the support provided                        |

Assessment requirements: This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment. Others may include:

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


Needs may
   include:

- personal
- physical
- financial

Unit 54

| Title: | Support individuals with specific communication needs |
| | A/616/4179 |
| Level: | 3 |
| Credit value: | 5 |
| Guided learning hours: | 35 |

| Learning outcomes | | Assessment criteria | |
| The learner will: | | The learner can: | |
| 1. | Understand an individual's specific communication needs | 1.1 | Explain the importance of meeting an individual's communication needs |
| | | 1.2 | Explain how and when to access information and support in relation to communication needs |
| | | 1.3 | Explain how own role and practice can impact on communication with an individual who has specific communication needs |
| | | 1.4 | Identify a range of communication methods and aids to support individuals to communicate |
| | | 1.5 | Analyse features of the environment that impact on communication |
| | | 1.6 | Explain reasons why an individual may use a form of communication that is not based on a formal language system |
| | | 1.7 | Describe the potential effects on an individual of having unmet communication needs |
| 2. | Understand how to support the use of communication technology and aids | 2.1 | Identify specialist services relating to communication technology and aids |
| | | 2.2 | Describe types of support that an individual may need in order to use communication technology and aids |
| | | 2.3 | Explain the importance of ensuring that communication equipment is correctly set up and working properly |

| 3. | Be able to contribute to identifying and addressing specific communication needs of individuals | 3.1 | Work in partnership with the individual and others to identify the individual's communication needs |
|---|---|---|---|
| | | 3.2 | Contribute to identifying communication methods or aids to meet the individual's communication needs |
| 4. | Be able to interact with individuals using their preferred communication method | 4.1 | Prepare the environment to facilitate communication |
| | | 4.2 | Use agreed methods of communication to interact with the individual |
| | | 4.3 | Monitor the individual's responses during and after the interaction |
| | | 4.4 | Adapt own practice to improve communication with the individual |
| 5. | Be able to promote communication between individuals and others | 5.1 | Support the individual to develop communication methods |
| | | 5.2 | Provide opportunities for the individual to communicate with others |
| | | 5.3 | Support others to be understood by the individual |
| | | 5.4 | Support others to understand the individual |
| 6. | Be able to review an individual's communication needs and the support provided | 6.1 | Collate information in relation to 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 support the continued development of communication |

Assessment requirements:

This unit must be assessed in accordance with Skills for Health Assessment Principles.
Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.

Individual - refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Communication needs may include:

different language, hearing loss (both minor and major), learning difficulties, find speech difficult, Examples

of communication techniques – sign language, speed of verbal communication, volume of
verbal communication, body language, written instead of verbal, listening

Unit 55

| Title: | Support individuals during a period of change |
| | K/616/4081 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 29 |

| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| --- | --- | --- |
| 1.  Understand reasons for and responses to change | 1.1 | Describe types of change that may occur in the course of an individual's life |
| | 1.2 | Analyse factors that may make change a positive or a negative experience |
| | 1.3 | Describe approaches likely to enhance an individual's capacity to manage change and experience change positively |
| 2.  Be able to support individuals to plan how to manage or adapt to change | 2.1 | Work with individuals and others to identify recent or imminent changes affecting them |
| | 2.2 | Support the individual to assess the implications and likely impacts of the change identified |
| | 2.3 | Work with the individual and others to plan how to adapt to or manage the change |
| | 2.4 | Explain the importance of both practical support and emotional support during a time of change |
| | 2.5 | Identify and agree roles and responsibilities for supporting a change |
| 3.  Be able to support individuals to manage or adapt to change | 3.1 | Carry out agreed role and responsibilities for supporting change, in ways that promote active participation |
| | 3.2 | Provide information and advice to support the individual to manage change |
| | 3.3 | Support the individual to express preferences and |

| | | | anxieties when going through change |
|---|---|---|---|
| | | 3.4 | Adapt support methods to take account of preferences or anxieties |
| | | 3.5 | Describe how and when to seek additional expertise and advice when supporting an individual through change |
| 4. | Be able to evaluate the support provided during a period of change | 4.1 | Agree with the individual and others how the support provided will be evaluated, and who will be involved |
| | | 4.2 | Work with the individual and others to identify positive and negative aspects of a change |
| | | 4.3 | Work with the individual and others to evaluate the effectiveness of methods used to support the change process |
| | | 4.4 | Record and report on the effectiveness of support for the change process |

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

Unit 56

| Title: | Support individuals to prepare for and settle in to new home environments |
| --- | --- |
| | L/616/4185 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 23 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
| --- | --- | --- | --- |
| 1. | Understand factors affecting a move to a new home environment | 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 |
| 2. | Be able to support individuals to prepare to move into new home environments | 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<br>the move and any concerns they may have |
| | | 2.5 | Demonstrate strategies to address concerns |
| 3. | Be able to support individuals to settle into new home environments | 3.1 | Support the individual to familiarise themselves with the new environment and living arrangements |
| | | 3.2 | Support the individual to explore opportunities to:<br><br>maintain existing social networks<br>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 |
| 4. | Be able to support individuals to review the impact of new home environments | 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 |

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

Unit 57

| Title: | Support individuals who are bereaved<br><br>T/616/4083 |
|---|---|
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 30 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| 1. | Understand the effects of bereavement on individuals | 1.1 | Describe how an **individual** may feel immediately following the death of a loved one |
|---|---|---|---|
| | | 1.2 | Analyse how the bereavement journey may be different for different individuals across the lifespan |
| 2. | Understand principles for supporting individuals who are bereaved | 2.1 | Compare theories of bereavement |
| | | 2.2 | Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement |
| | | 2.3 | Explain importance of empathy in supporting a bereaved individual |
| 3. | Be able to support individuals to express their response to loss | 3.1 | Create an environment where the individual has privacy to express their emotions |
| | | 3.2 | Use active listening skills to support the individual to express their thoughts, feelings and distress |
| 4. | Be able to support individuals who are bereaved | 4.1 | Assess the individual's level of distress and their capacity for resilience |
| | | 4.2 | Agree a programme of support with the individual and **others** |
| | | 4.3 | Carry out own role within the support programme |
| | | 4.4 | Support the individual to identify any changes they may need to make as a result of their loss |
| | | 4.5 | Explain the importance of working at the individual's pace during the bereavement journey |

| | | 4.6 | Support the individual to manage conflicting emotions, indecision or fear of the future |
|---|---|---|---|
| 5. | Understand the role of specialist agencies in supporting individuals who are bereaved | 5.1 | Compare the roles of specialist agencies in supporting individuals who are bereaved |
| | | 5.2 | Describe how to assess whether a bereaved individual requires specialist support |
| | | 5.3 | Explain the importance of establishing agreement with the individual for a referral to a specialist agency |
| 6. | Be able to manage own feelings when providing support for individuals who are bereaved | 6.1 | Identify ways to manage own feelings while providing support for an individual who is bereaved |
| | | 6.2 | Use **support systems** to help manage own feelings |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.

Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

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

**Others** may include:

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

**Support systems** refers to a network of people who provide an individual with practical or emotional support

Unit 58

| Title: | Work in partnership with families to support individuals |
| | Y/616/4089 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 27 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand partnership working with families and family members in care and/or support | 1.1 | Describe the contribution **families and family members** have in caring for and/or supporting individuals |
| | | 1.2 | Identify factors that may affect the level of involvement of family members |
| | | 1.3 | Describe dilemmas or conflicts that may arise when working in partnership with families |
| | | 1.4 | Explain how the attitudes of a worker affect partnership working |
| 2. | Be able to establish and maintain positive relationships with families and family members in care and/or support | 2.1 | Interact with family members in ways that respect their culture, values, experiences and expertise |
| | | 2.2 | Show dependability in carrying out actions agreed with families |
| | | 2.3 | Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families |
| 3. | Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support | 3.1 | Agree with the **individual**, family members and **others** the desired outcomes of partnership working within scope of own role |
| | | 3.2 | Clarify own role, role of family members, and roles of others in supporting the individual |
| | | 3.3 | Support family members to understand person centred approaches and **agreed ways of working** |
| | | 3.4 | Plan ways to manage risks associated with sharing care or support within scope of own role |

| | | 3.5 | Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role |
|---|---|---|---|
| 4. | Be able to work with families to access support in their role as carers | 4.1 | Identify the support required from families to fulfil their role |
| | | 4.2 | Provide accessible information about available resources for support |
| | | 4.3 | Work with family members to access resources for support |
| 5. | Be able to exchange and record information about partnership work with families | 5.1 | Exchange information, within scope of own role, with the individual and family members about:<br><br>- implementation of the plan<br>- changes to needs and preferences |
| | | 5.2 | Record information in line with agreed ways of working about:<br><br>- progress towards outcomes<br>- effectiveness of partnership working |
| 6. | Be able to contribute to reviewing partnership work with families | 6.1 | Agree criteria and processes for reviewing partnership work with families and family members within scope of own role |
| | | 6.2 | Involve the individual and family members in the reviews |
| 7. | Be able to provide feedback about support for families | 7.1 | Provide feedback to others about the support accessed by family members |
| | | 7.2 | Report on any gaps in the provision of support for family members |
| | | 7.3 | Describe ways to challenge information or support that is discriminatory or inaccessible |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. **Families and family members** may include:

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

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

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

**Others** may include:

- team members
- other colleagues
- those who use or commission their own health or social care services

families, carers and advocates

Unit 59

| Title: | Promote positive behaviour |
| | |
| | D/616/4191 |
| Level: | 3 |
| Credit value: | 6 |
| Guided learning hours: | 44 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support | 1.1 | Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice |
| 2. | Be able to promote positive behaviour | 2.1 | Explain a range of factors associated with challenging behaviours |
| | | 2.2 | Highlight, praise and support positive aspects of an **individual's** behaviour in order to reinforce positive behaviour |
| | | 2.3 | Demonstrate how to model to others best practice in promoting positive behaviour |
| | | 2.4 | Evaluate the effectiveness of proactive strategies on promoting positive behaviour |
| 3. | Understand the context and use of proactive and reactive strategies | 3.1 | Explain the difference between proactive and reactive strategies |
| | | 3.2 | Identify the proactive and reactive strategies |
| | | 3.3 | Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour |
| | | 3.4 | Explain the importance of maintaining a person or child centred approach when using proactive strategies |
| | | 3.5 | Explain the importance of reinforcing positive behaviour with individuals |
| | | 3.6 | Evaluate the impact of using reactive rather than proactive strategies on an individual's well being |
| 4. | Understand the use of restrictive interventions | 4.1 | Define restrictive interventions |
| | | 4.2 | Explain when restrictive interventions may and may not be used |

| | | | |
|---|---|---|---|
| | | 4.3 | Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour |
| | | 4.4 | Describe safeguards that must be in place if restrictive interventions are used |
| | | 4.5 | Explain reporting and recording requirements of incidents where restrictive interventions have been used |
| 5. | Be able to respond appropriately to incidents of challenging behaviour | 5.1 | Identify types of challenging behaviours |
| | | 5.2 | Respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines |
| | | 5.3 | Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour |
| | | 5.4 | Complete records following an incident of challenging behaviour |
| 6. | Be able to support individuals and others following an incident of challenging behaviour | 6.1 | Support an individual to return to a calm state following an incident of challenging behaviour |
| | | 6.2 | Describe how to support an individual to reflect on an incident, to include:<br>• how they were feeling at the time prior to and directly before the incident<br>• their behaviour<br>• the consequences of their behaviour<br>• how they were feeling after the incident |
| | | 6.3 | Describe the complex feelings that may be experienced by **others** involved or witnessing an incident of challenging behaviour |
| | | 6.4 | Debrief others involved in an incident of challenging behaviour |
| | | 6.5 | Describe the steps that should be taken to check for injuries following an incident of challenging behaviour |
| 7. | Be able to review and revise approaches to promoting positive behaviour | 7.1 | Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour |
| | | 7.2 | Work with others to review the approaches to promoting positive behaviour using information from records, de- briefing and support activities |

| | | 7.3 | Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour |
|---|---|---|---|

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 5, 6 and 7 must be assessed in real work environment

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

**Others** may include:

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

| Title: | Support use of medication in social care settings |  |
| --- | --- | --- |
| | H/616/4192 |  |
| Level: | 3 |  |
| Credit value: | 5 |  |
| Guided learning hours: | 40 |  |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |  |
| 1. Understand the legislative framework for the use of medication in social care settings | 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 |
| 2. Know about common types of medication and their use | 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 |
| 3. Understand roles and responsibilities in the use of medication | 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 |
| 4. Understand techniques for administering medication | 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 |
| 5. Be able to receive, store and dispose of | 5.1 | Demonstrate how to receive supplies of medication in line with agreed ways of working |

| | | 5.2 | Demonstrate how to store medication safely |
|---|---|---|---|
| | medication supplies safely | 5.3 | Demonstrate how to dispose of un-used or unwanted medication safely |
| 6. | Know how to promote the rights of the individual when managing medication | 6.1 | Explain the importance of the following principles in the use of medication<br><br>- consent<br>- self-medication or active participation<br>- dignity and privacy<br>- 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 |
| 7. | Be able to support use of medication | 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 |
| 8. | Be able to record and report on use of medication | 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 |

Assessment requirements: This unit must be assessed in line with Skills for Care and Development's Assessment Principles
Learning outcomes 5, 7 and 8 must be assessed in the workplace.

Unit 61

| Title: | Support individuals at the end of life |
| | M/616/4082 |
| Level: | 3 |
| Credit value: | 6 |
| Guided learning hours: | 50 |

| Learning outcomes | | Assessment criteria | |
| The learner will: | | The learner can: | |
| 1. | Understand the aims and principles of end of life care | 1.1 | Explain the aims and principles of end of life care |
| | | 1.2 | Analyse the impact of national and local drivers on current approaches to end of life care |
| | | 1.3 | Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care |
| | | 1.4 | Identify the **key people** and services who may be involved in delivery of end of life care |
| | | 1.5 | Explain the concept of holistic care at the end of life |
| | | 1.6 | Describe the triggers that suggest **individuals** are nearing the end of life |
| 2. | Understand factors affecting end of life care | 2.1 | Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death |
| | | 2.2 | Explain how the beliefs, religion and culture of individuals and key people influence end of life care |
| | | 2.3 | Explain why support for an individual's health and **well-being** may not always relate to their terminal condition |
| 3. | Understand advance care planning in relation to end of life care | 3.1 | Describe the benefits to an individual of having as much control as possible over their end of life care |
| | | 3.2 | Explain the purpose of advance care planning in relation to end of life care |
| | | 3.3 | Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care |
| | | 3.4 | Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role |

| 4. | Be able to provide support to individuals and key people during end of life care | 4.1 | Support the individual and key people to explore their thoughts and feelings about death and dying |
|---|---|---|---|
| | | 4.2 | Provide support for the individual and key people that respects their beliefs, religion and culture |
| | | 4.3 | Demonstrate ways to help the individual feel respected and valued throughout the end of life period |
| | | 4.4 | Provide information to the individual and/or key people about the individual's illness and the support available |
| | | 4.5 | Give examples of how an individual's well-being can be enhanced by:<br>- environmental factors<br>- non-medical interventions<br>- use of equipment and aids<br>- alternative/complementary therapies |
| | | 4.6 | Contribute to partnership working with key people to support the individual's well-being |
| 5. | Understand the role of organisations and support services available to individuals and key people in relation to end of life care | 5.1 | Explain why support for spiritual needs may be especially important at the end of life |
| | | 5.2 | Describe a range of sources of support to address the needs of individuals and key people at the end of life |
| 6. | Be able to support individuals through the process of dying | 6.1 | Carry out own role in an individual's care |
| | | 6.2 | Contribute to addressing any distress experienced by the individual promptly and in agreed ways |
| | | 6.3 | Adapt support to reflect the individual's changing needs or responses |
| 7. | Be able to take action following the death of individuals | 7.1 | Explain why it is important to know about an individual's wishes for their after-death care |
| | | 7.2 | Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working |
| | | 7.3 | Describe ways to support key people immediately following an individual's death |
| 8. | Be able to manage own feelings in relation to the dying or death of individuals | 8.1 | Identify ways to manage own feelings in relation to an individual's dying or death |
| | | 8.2 | Utilise support systems to deal with own feelings in relation to an individual's dying or death |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4, 6, 7 and 8 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

**Key people** may include:

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

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

**Wellbeing** may include aspects that are:
- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

Unit 62

| Title: | Prepare environments and resources for use during healthcare activities<br><br>K/616/4193 |
|---|---|
| Level: | 2 |
| Credit value: | 3 |
| Guided learning hours: | 20 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | Learning outcomes | | Assessment criteria |
|---|---|---|---|
| 1. | Understand how to prepare and manage environments and resources for use during healthcare activities | 1.1 | Explain how the environment is prepared, maintained and cleaned to ensure it is ready for the healthcare activity |
| | | 1.2 | Describe the roles and responsibilities of team members in the preparation and management of the environment and resources |
| | | 1.3 | Explain how to investigate, make the necessary adjustments to and report problems with the environment |
| | | 1.4 | Describe the impact of environmental changes on resources including their storage and use |
| 2. | Be able to prepare environments, medical equipment, devices and resources for use during healthcare activities | 2.1 | Apply health and safety measures relevant to the healthcare activity and environment |
| | | 2.2 | Apply standard precautions for infection prevention and control |
| | | 2.3 | Ensure conditions within the immediate environment are set at levels which maintain individual comfort |
| | | 2.4 | Ensure that all essential resources are available in advance of planned healthcare activities |
| | | 2.5 | Ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be |

| | | | |
|---|---|---|---|
| | | | carried out |
| | | 2.6 | Report any problems with medical equipment, devices and resources as required |
| | | 2.7 | Demonstrate the relevant equipment and medical devices are selected, prepared and functioning within the agreed parameters prior to use |
| | | 2.8 | Prepare resources for the activity in line with clinical governance |
| 3. | Be able to ensure that environments and resources are ready for their next intended use | 3.1 | Describe the importance of ensuring that environments are ready for their next use |
| | | 3.2 | Outline the factors that influence the readiness of environments for use in health care activities |
| | | 3.3 | Clean and make safe re-useable items prior to storage in accordance with agreed policies |
| | | 3.4 | Dispose of used, damaged or out of date items safely |
| | | 3.5 | Return un-opened, unused and surplus resources to the correct location for storage |
| | | 3.6 | Monitor the available levels of consumable materials used in healthcare activities |
| | | 3.7 | Replenish consumable materials used in healthcare activities in accordance with protocols |
| | | 3.8 | Ensure all information is accurately recorded as specified in local policies |

Assessment requirements: 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.

Unit 63

| Title: | Prepare for and carry out extended feeding techniques |
| | L/616/4350 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 27 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| 1. | Understand anatomy and physiology in relation to extended feeding | 1.1 | Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding |
| | | 1.2 | Explain the importance of fluid and nutritional balance to the health of individuals |
| | | 1.3 | Describe conditions where feeding may be undertaken by extended methods |
| 2. | Understand extended feeding techniques | 2.1 | Explain techniques for extended feeding |
| | | 2.2 | Describe equipment and materials that may be used for extended feeding |
| | | 2.3 | Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences |
| | | 2.4 | Describe how to recognise and deal with adverse reactions which may occur<br><br>- during procedures<br>- following procedures |
| 3. | Understand legislation and agreed ways of working when using extended feeding techniques | 3.1 | Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding |
| | | 3.2 | Explain the importance of following procedures exactly as specified |

| 4. | Be able to manage risks relating to extended feeding | 4.1 | Identify potential risks associated with extended feeding |
|---|---|---|---|
| | | 4.2 | Describe the potential sources and consequences of contamination |
| | | 4.3 | Explain why it is important to<br><br>- maintain the correct level of cleanliness<br>- pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area |
| | | 4.4 | Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure |
| | | 4.5 | Dispose of, in accordance with legislation and agreed ways of working:<br><br>- Used equipment, materials and feeds<br>- Body fluids including those aspirated prior to feeding |
| 5. | Be able to prepare for extended feeding | 5.1 | Ensure that adequate and relevant fluids, feeds and equipment are available |
| | | 5.2 | Confirm the identity of the individual prior to carrying out the activity |
| | | 5.3 | Obtain valid consent from the individual prior to carrying out the planned activity |
| | | 5.4 | Confirm equipment and materials are:<br>- appropriate to the procedure<br>- fit for purpose |
| | | 5.5 | Position the individual to ensure safety and comfort and facilitate the method of extended feeding |
| 6. | Be able to carry out and complete extended feeding techniques | 6.1 | Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual |
| | | 6.2 | Carry out extended feeding safely and according to the individual's plan of care |

| | | 6.3 | Observe the individual throughout the activity and respond to any adverse reactions |
|---|---|---|---|
| | | 6.4 | Ensure the comfort of the individual following extended feeding |
| 7. | Be able to maintain records and report on extended feeding | 7.1 | Complete required records |
| | | 7.2 | Identify others who may be involved in reviewing the nutritional and fluid intake of an individual |
| | | 7.3 | Report any findings about the process and the individual which may have an impact on the care plan |

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

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

Unit 64

| Title: | Undertake tissue viability risk assessments<br><br>M/616/4065 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 3 | |
| Guided learning hours: | 16 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand the need for tissue viability risk assessment | 1.1 | Describe the anatomy and physiology of healthy skin |
| | 1.2 | Describe the changes that occur when damage caused by pressure develops |
| | 1.3 | Explain when an initial tissue viability risk assessment may be required |
| | 1.4 | Describe what to look for when assessing the skin |
| | 1.5 | Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown |
| | 1.6 | Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown |
| 2. Be able to undertake tissue viability risk assessment | 2.1 | Identify individuals who may be at risk of impaired tissue viability and skin breakdown |
| | 2.2 | Apply standard precautions for infection prevention and control |
| | 2.3 | Inspect the general condition of an individual's skin |
| | 2.4 | Identify the sites where pressure damage might occur using appropriate assessment tools |
| | 2.5 | Complete a tissue viability risk assessment within an appropriate time scale, as determined by |

| | | | organisational policy |
|---|---|---|---|
| | | 2.6 | Use safe handling techniques when assisting the individual to move during the assessment |
| | | 2.7 | Encourage the active participation of the individual and others where possible and appropriate |
| 3. | Be able to record and report on tissue viability risk assessment | 3.1 | Complete tissue viability risk assessment documentation |
| | | 3.2 | Share findings with appropriate staff and the individual |
| | | 3.3 | Notify appropriate staff of any immediate concerns |
| 4. | Understand when the risk assessment should be reviewed | 4.1 | Explain why the tissue viability risk assessment should be regularly reviewed and repeated |
| | | 4.2 | Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate due to changes in the individual's condition or environment |

Assessment requirements: 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.

Unit 65

| Title: | Identify the physical health needs of individuals with mental health needs and plan appropriate actions T/616/4195 |
|---|---|
| Level: | 4 |
| Credit value: | 5 |
| Guided learning hours: | 35 |

| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
|---|---|---|---|
| 1. | Understand how to assess the physical health needs of individuals with mental health needs | 1.1 | Analyse how physical and mental health needs may be linked and may impact on one another |
| | | 1.2 | Describe needs-led assessment and person-centred planning |
| | | 1.3 | Describe legislation, policies and procedures that apply to the assessment process |
| 2. | Be able to carry out assessments of the physical health needs of individuals with mental health needs | 2.1 | Obtain valid consent |
| | | 2.2 | Carry out an assessment of an individuals' physical health needs in line with agreed ways of working |
| | | 2.3 | Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual |
| | | 2.4 | Explain why it is important to consider all information gathered during the assessment process as a whole |
| | | 2.5 | Identify where the outcomes of the assessment require further advice, investigation or referral |
| 3. | Be able to record the outcome of assessments | 3.1 | Record assessments in line with agreed ways of working |
| | | 3.2 | Explain why agreement on sharing of information with others may conflict with the wishes of the individual |

| | | 3.3 | Discuss the content of the assessment records with the individual |
|---|---|---|---|
| 4. | Be able to plan actions needed following physical health assessments | 4.1 | Describe the actions that could be taken to meet the individual's needs identified by the assessment |
| | | 4.2 | Identify the risks attached to various courses of action |
| | | 4.3 | Plan actions to be taken in line with agreed ways of working |
| 5. | Be able to identify resources and services needed by individuals following physical health assessments | 5.1 | Identify the resources and/or services required by the individual as a result of the assessment |
| | | 5.2 | Give an example of a situation where an individual's needs should be met even when it is difficult to secure resources |
| 6. | Be able to make referrals | 6.1 | Obtain and record valid consent where referral is required |
| | | 6.2 | Make referrals in line with agreed ways of working |
| | | 6.3 | Describe why a referral may be refused |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles | | | |

Unit 66

| Title: | Work with families, carers and individuals during times of crisis |
| | A/616/4196 |
| Level: | 4 |
| Credit value: | 5 |
| Guided learning hours: | 35 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis | 1.1 | Describe current legislation relevant to risk assessment and risk management |
| | | 1.2 | Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider |
| | | 1.3 | Explain the different types of support and intervention available to individuals, carer and families in times of crisis |
| | | 1.4 | Explain the factors that influence the kinds of support offered |
| 2. | Be able to develop risk management strategies when working with individuals, carers and families in times of crisis | 2.1 | Assess the risk of crisis situations occurring |
| | | 2.2 | Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy |
| | | 2.3 | Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy |
| | | 2.4 | Formulate a risk management strategy using risk assessments |
| | | 2.5 | Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties |

| | | 2.6 | Complete documentation in line with agreed ways of working |
|---|---|---|---|
| 3. | Be able to respond during times of crisis | 3.1 | Evaluate the seriousness and urgency of a request for action |
| | | 3.2 | Work with families, carers and individuals to agree the response to a crisis situation |
| | | 3.3 | Record and communicate the agreed actions |
| | | 3.4 | Implement agreed actions promptly in line with agreed ways of working |
| 4. | Be able to review the outcomes of requests for action during times of crisis | 4.1 | Explain how to conduct a valid, reliable and comprehensive review |
| | | 4.2 | Review outcomes of actions taken and decisions made |
| | | 4.3 | Analyse the results of the review to inform future risk management strategies and actions to be taken |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles

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

Unit 67

| Title: | Enable individuals with behavioural difficulties to develop strategies to change their behaviour F/616/4197 |
|---|---|
| Level: | 3 |
| Credit value: | 8 |
| Guided learning hours: | 41 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | Learning outcomes | | Assessment criteria |
|---|---|---|---|
| 1. | Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour. | 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 |
| 2. | Understand the factors that influence behaviour. | 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 |
| 3. | Be able to work with individuals to recognise the impact of their behaviour on others | 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 |
| 4. | Be able to enable people to develop strategies for changing behavioural responses | 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 |
| 5. | Be able to evaluate and review strategies for changing behavioural responses | 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 |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's | | | |

Assessment Principles:

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

Unit 68

| Title: | Implement the positive behavioural support model |
| | L/616/4199 |
| Level: | 4 |
| Credit value: | 8 |
| Guided learning hours: | 61 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand the context of the Positive Behavioural Support model. | 1.1 | Explain how Positive Behavioural Support has been influenced by: <br><br> · Applied Behaviour Analysis (ABA) <br> · Social Role Valorisation (SRV) |
| | | 1.2 | Summarise current legislation and policy guidance relating to Positive Behavioural Support. |
| 2. | Understand the term 'challenging behaviour'. | 2.1 | Define the term 'challenging behaviour'. |
| | | 2.2 | Explain the reasons for the term challenging behaviour coming into use. |
| | | 2.3 | Analyse key factors that lead to a behaviour being defined as challenging. |
| 3. | Understand the context in which challenging behaviour occurs. | 3.1 | Summarise key environmental risk factors for challenging behaviours. |
| | | 3.2 | Explain how slow and fast triggers contribute to challenging behaviour. |
| | | 3.3 | Analyse the role of reinforcement in maintaining behaviour. |
| | | 3.4 | Explain the time intensity model. |
| 4. | Be able to contribute to the functional analysis in relation to an | 4.1 | Describe the key components of functional analysis. |
| | | 4.2 | Explain the key methods of analysing behaviour. |

| | | 4.3 | Complete accurate records of behaviour using a structured method. |
|---|---|---|---|
| | | 4.4 | Identify environmental risk factors for an individual's challenging behaviour. |
| | | 4.5 | Identify possible slow and fast triggers for an individual's challenging behaviour. |
| | | 4.6 | Identify factors that may contribute to reinforcement of an individual's challenging behaviour. |
| | | 4.7 | Evaluate the importance of functional analysis in effective person centred behavioural intervention for individuals. |
| 5. | Understand the key characteristics of Positive Behavioural Support. | 5.1 | Describe the key characteristics of Positive Behavioural Support. |
| | | 5.2 | Explain the role within Positive Behavioural Support of:<br>• primary prevention strategies<br>• secondary prevention strategies<br>• non aversive reactive strategies. |
| | | 5.3 | Explain the importance of social validity in the Positive Behavioural Support model. |
| 6. | Be able to implement primary prevention strategies. | 6.1 | Summarise the key primary prevention strategies. |
| | | 6.2 | Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice. |
| | | 6.3 | Explain the importance of effective communication and positive interaction in primary prevention for individuals. |
| | | 6.4 | Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity. |
| | | 6.5 | Use effective communication with an individual to promote positive behaviour. |
| | | 6.6 | Evaluate the social validity of an agreed primary prevention strategy for an individual. |

The top cell of the first data row (continuing from previous page) reads: individual's challenging behaviour.

| 7. | Be able to use a person centred approach to develop plans that promote participation. | 7.1 | Explain how active support can help prevent challenging behaviour by improving an individual's quality of life. |
|---|---|---|---|
| | | 7.2 | Analyse the role of structure and daily planning in primary prevention for individuals. |
| | | 7.3 | Review an individual's daily activities to identify areas for increasing participation and choice. |
| | | 7.4 | Review an individual's routine to identify opportunities for increasing participation and choice. |
| | | 7.5 | Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task. |
| | | 7.6 | Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities. |
| 8. | Be able to implement secondary prevention strategies. | 8.1 | Summarise key secondary prevention strategies. |
| | | 8.2 | Explain when secondary prevention strategies should be used with individuals. |
| | | 8.3 | Identify early warning signs of behavioural agitation in an individual. |
| | | 8.4 | Identify possible secondary prevention strategies that may be used with an individual. |
| | | 8.5 | Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences. |
| 9. | Be able to implement non aversive reactive strategies. | 9.1 | Explain when reactive strategies should be used with individuals. |
| | | 9.2 | Describe the key characteristics and types of reactive strategies. |
| | | 9.3 | Assess the risks in the use of reactive strategies. |
| | | 9.4 | Identify possible reactive strategies that may be used for an individual. |
| | | 9.5 | Implement an agreed non aversive reactive strategy |

| | | | | using least restrictive practice, respecting the individual's dignity, rights and preferences. |
|---|---|---|---|
| | | 9.6 | Establish an individual's preferred post–incident support. |
| | | 9.7 | Identify own preferred post-incident support. |
| 10. | Be able to understand and implement Positive Behavioural Support Plans. | 10.1 | Explain the purpose and importance of Positive Behaviour Support Plans for individuals. |
| | | 10.2 | Identify the key components of a Positive Behaviour Support Plan for individuals. |
| | | 10.3 | Implement agreed procedures in an individual's Positive Behavioural Support Plan. |
| | | 10.4 | Contribute to the review of an individual's Positive Behavioural Support Plan. |

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

LOs 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess ACs 6.2, 8.5 and 9.5 if real wok assessment is not possible.

Unit 69

| Title: | Support positive risk taking for individuals |
| | M/616/4096 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 32 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand the importance of risk taking in everyday life | 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 |
| 2. | Understand the importance of a positive, person-centred approach to risk assessment | 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 |
| 3. | Understand the framework which underpins an individual's right to make decisions and take risks | 3.1 | Explain how legislation, national and local policies and guidance provide a framework for decision making which can support individuals 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 |
|---|---|---|---|
| 4. | Be able to support individuals to make decisions about risks | 4.1 | Support individuals to recognise potential risk in different areas of their lives |
| | | 4.2 | Support individuals 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 when supporting the individual to take risks |
| 5. | Be able to support individuals to take risks | 5.1 | Complete a risk assessment with an individual following agreed ways of working |
| | | 5.2 | Communicate the content of the risk assessment to **relevant 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 that individual's well being |
| 6. | Understand duty of care in relation to supporting positive risk-taking | 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 relevant others in immediate or imminent danger |

Assessment requirements: This unit must be assessed in line with Skills for Health's Assessment Principles.

Learning outcomes 4 and 5 must be assessed in the workplace.
**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

A **person-centred approach** involves listening, thinking together, coaching, sharing ideas, and seeking feedback from the individual.

**Relevant others** may include:
- parent/s
- carer
- those with parental responsibility.

Unit 70

| Title: | Support individuals to maintain personal hygiene<br><br>L/616/4204 |
|---|---|
| Level: | 2 |
| Credit value: | 2 |
| Guided learning hours: | 17 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand the importance of good personal hygiene | 1.1 | Explain why personal hygiene is important |
| | | 1.2 | Describe the effects of poor personal hygiene on health and well-being |
| 2. | Be able to support individuals to maintain personal hygiene | 2.1 | Support an individual to understand factors that contribute to good personal hygiene |
| | | 2.2 | Address personal hygiene issues with the individual in a sensitive manner without imposing own values |
| | | 2.3 | Support the individual to develop awareness of the effects of poor hygiene on others |
| | | 2.4 | Support the preferences and needs of the individual while maintaining their independence |
| | | 2.5 | Describe how to maintain dignity of an individual when supporting intimate personal hygiene |
| | | 2.6 | Identify risks to own health in supporting an individual with personal hygiene routines |
| | | 2.7 | Reduce risks to own health when supporting the individual with personal hygiene routines |
| | | 2.8 | Identify others who may be involved in supporting the individual to maintain personal hygiene |
| 3. | Understand when poor hygiene may be an indicator of other underlying personal issues | 3.1 | Identify underlying personal issues that may be a cause of poor personal hygiene |
| | | 3.2 | Describe how underlying personal issues might be |

| | | addressed |
|---|---|---|

Assessment requirements: Unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcome 2 must be assessed in a real work environment.

Unit 71

| Title: | Support person-centred thinking and planning<br><br>H/616/4208 |
|---|---|
| Level: | 3 |
| Credit value: | 5 |
| Guided learning hours: | 41 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand the principles and practice of person-centred thinking, planning and reviews. | 1.1 | Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning. |
| | | 1.2 | Explain the benefits of using person-centred thinking with individuals. |
| | | 1.3 | Explain the beliefs and values on which person-centred thinking and planning is based. |
| | | 1.4 | Explain how the beliefs and values on which person-centred thinking is based differ from assessment and other approaches to planning. |
| | | 1.5 | Explain how person-centred thinking tools can form the basis of a person-centred plan. |
| | | 1.6 | Describe the key features of different styles of person-centred planning and the contexts in which they are most useful. |
| | | 1.7 | Describe examples of person-centred thinking tools, their purpose, how and when each one might be used. |
| | | 1.8 | Explain the different ways that one page profiles are used. |
| 2. | Understand the context within which person-centred thinking and planning takes place. | 2.1 | Interpret current policy, legislation and guidance underpinning person-centred thinking and planning. |
| | | 2.2 | Analyse the relationship between person-centred planning and the commissioning and delivery of |

| | | | services. |
|---|---|---|---|
| | | 2.3 | Describe how person-centred planning and person-centred reviews influence strategic commissioning. |
| | | 2.4 | Explain what a person-centred team is. |
| | | 2.5 | Explain how person-centred thinking can be used within a team. |
| | | 2.6 | Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation. |
| | | 2.7 | Describe the role of the manager in implementing person-centred thinking and planning. |
| | | 2.8 | Explain how this relates to the role of a facilitator. |
| 3. | Understand own role in person-centred planning. | 3.1 | Explain the range of ways to use person-centred thinking, planning and reviews in own role:<br><br>• with individuals<br>• as a team member<br>• as part of an organisation. |
| | | 3.2 | Explain the different person-centred thinking skills required to support individuals. |
| | | 3.3 | Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work. |
| | | 3.4 | Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome. |
| 4. | Be able to apply person-centred planning in relation to own life. | 4.1 | Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working. |
| | | 4.2 | Describe what other person-centred thinking tools would be useful in own life. |
| | | 4.3 | Evaluate which person-centred thinking tools could be used to think more about own community connections. |
| | | 4.4 | Evaluate which person-centred thinking tools or |

| | | | person-centred planning styles could be used to think more about own future aspirations. |
|---|---|---|---|
| 5. | Be able to implement person-centred thinking, planning and reviews. | 5.1 | Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams. |
| | | 5.2 | Show that the plan and process are owned by individual. |
| | | 5.3 | Demonstrate how person-centred thinking tools can be used to develop a person-centred plan. |
| | | 5.4 | Use information from a person-centred review to start a person-centred plan. |
| | | 5.5 | Use person-centred thinking to enable individuals to choose those who support them. |
| | | 5.6 | Support the individual and others involved to understand their responsibilities in achieving actions agreed. |
| | | 5.7 | Demonstrate a successful person-centred review. |

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

LO 5 must be assessed in a real work situation.

Unit 72

| Title: | Promote active support |
| | D/616/4210 |
| Level: | 3 |
| Credit value: | 5 |
| Guided learning hours: | 36 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |
| 1. Understand how active support translates values into person-centred practical action with an individual | 1.1 | Compare the characteristics associated with active support and the hotel model in relation to an individual's support |
| | 1.2 | Identify practical changes that could be made within a service setting to:<br><br>• promote an individual's independence<br>• support informed choices<br>• improve quality of life |
| 2. Be able to interact positively with individuals to promote participation | 2.1 | Assess the levels of help an individual would need to participate in a range of new activities |
| | 2.2 | Use task analysis to break a range of new activities into manageable steps for an individual |
| | 2.3 | Evaluate different ways of positively reinforcing an individual's participation in a range of new activities |
| | 2.4 | Demonstrate positive interaction with an individual to promote successful participation in a range of new activities |
| 3. Be able to develop and implement person-centred daily plans to promote participation | 3.1 | Develop daily plans with the individual and others to ensure a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement |
| | 3.2 | Support the implementation of daily plans that promote an individual's participation in a range of activities |

| | | 3.3 | Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation |
|---|---|---|---|
| 4. | Be able to use person-centred records to evaluate an individual's participation in activities | 4.1 | Develop a person-centred record to monitor an individual's participation in activities |
| | | 4.2 | Review an individual's participation in activities to assess changes over time |
| | | 4.3 | Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle |
| | | 4.4 | Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life |

Assessment requirements: Unit must be assessed in line with the Skills for Care and Development Assessment Principles.

LO 2, 3, and 4 must be assessed in real work environment.

Unit 73

| Title: | Promote effective communication with individuals with sensory loss<br><br>H/616/4211 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 4 | |
| Guided learning hours: | 30 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand the importance of effective two way communication | 1.1 | Identify the features of two way communication |
| | 1.2 | Explain why two way communication is important for individuals with sensory loss |
| | 1.3 | Explain how own role can impact on the dynamics of two way communication with individuals with sensory loss |
| 2. Understand different methods that can support communication with individuals with sensory loss | 2.1 | Research the different methods that are used to support communication with individuals with sensory loss |
| | 2.2 | Identify the characteristics of communication that is not based on formal language systems |
| 3. Be able to support the individual with communication | 3.1 | Agree with an individual and / or others preferred methods of communication. |
| | 3.2 | Prepare the environment to facilitate effective communication |
| | 3.3 | Use agreed methods of communication with an individual |
| | 3.4 | Check the effectiveness of communication with the individual throughout the interaction |
| 4. Evaluate the effectiveness of methods of communication used to support an individual with sensory loss | 4.1 | Evaluate the effectiveness of the use of agreed methods of communication with an individual and / or others |

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

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

LO 3 and 4 must be assessed in real work environment

Unit 74

| Title: | Support individuals with multiple conditions and/or disabilities Y/616/8529 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 4 | |
| Guided learning hours: | 31 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand the impact of multiple conditions and/or disabilities on individuals | 1.1 | Describe possible multiple conditions and/or disabilities that individuals may have |
| | 1.2 | Explain how multiple conditions and/or disabilities may have an additional impact on the individual's well being and quality of life |
| 2. Understand own role in supporting individuals with multiple conditions and/or disabilities | 2.1 | Describe own role in supporting the well being of individuals with multiple conditions and/or disabilities |
| | 2.2 | Explain the scope of own role and responsibilities |
| 3. Understand the support available for individuals with multiple conditions and/or disabilities | 3.1 | Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area |
| | 3.2 | Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities |
| | 3.3 | Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities |
| | 3.4 | Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities |
| 4. Be able to assist individuals with multiple conditions and/or disabilities | 4.1 | Support an individual to identify needs and preferences |
| | 4.2 | Identify any resources or specialist equipment that may be required to support an individual to engage in activities |
| | 4.3 | Support an individual to engage in activities that meet their needs and preferences |
| 5. Be able to evaluate the support provided to an individual to engage in activities | 5.1 | Review with the individual and/or others, how well the activities have met the identified needs and preferences |
| | 5.2 | Reflect on own support to an individual to engage in activities |

| | | 5.3 | Explain where additional advice, guidance or support can be accessed to improve own practice |
|---|---|---|---|
| | | 5.4 | Adapt own practice to support the needs of the individual |

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

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

| Title: | | Support the assessment of individuals with sensory loss<br><br>J/616/8557 | |
|---|---|---|---|
| Level: | | 3 | |
| Credit value: | | 3 | |
| Guided learning hours: | | 22 | |
| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
| 1. | Understand own role and role of others in relation to the assessment of individuals with sensory loss and their carers | 1.1 | Outline current legislation and guidance relevant to the assessment of individuals with sensory loss |
| | | 1.2 | Describe the rights of individuals with sensory loss and their carers in relation to assessment |
| | | 1.3 | Describe the scope of own role and responsibilities in supporting the assessment of individuals with sensory loss |
| | | 1.4 | Identify the range and roles of others involved in the assessment of individuals with sensory loss |
| | | 1.5 | Describe the factors to be considered in an assessment for individuals with sensory loss |
| | | 1.6 | Explain the importance of using both formal and informal methods to gather information for assessments |
| | | 1.7 | Evaluate own skills in relation to communication with individuals with sensory loss and their carers during assessment |
| 2. | Understand own role and the role of others in promoting the interests of individuals with sensory loss | 2.1 | Explain the importance of promoting awareness of sensory loss |
| | | 2.2 | Outline how awareness of sensory loss can be promoted within own role |
| | | 2.3 | Describe the roles of self and others in promoting the interests of individuals with sensory loss. |
| | | 2.4 | Describe the role of individuals in promoting awareness of sensory loss |
| 3 | Be able to support the assessment of individuals with sensory loss | 3.1 | Agree with the individual and others the areas of assessment required |
| | | 3.2 | Support the active participation of the individual during the assessment process |

| | | 3.3 | Contribute to the assessment within boundaries of own role |
|---|---|---|---|
| | | 3.4 | Provide records to others to support an assessment of an individual with sensory loss adhering to confidentiality agreements and data protection |
| | | 3.5 | Monitor and review support and progress against agreed outcomes of the assessment |
| 4. | Be able to support primary carers. | 4.1 | Communicate with primary carers to identify support needs |
| | | 4.2 | Contribute to the assessment of primary carers' needs |
| | | 4.3 | Record and report the findings of the assessment of primary carers' needs |
| | | 4.4 | Identify sources of information and support for referral |
| 5. | Be able to promote evidence-based practice relevant to sensory loss | 5.1 | Inform individuals and others on evidence-based practice relevant to sensory loss |
| | | 5.2 | Improve practice using information, resources or evidence-based practice |
| | | 5.3 | Review outcomes of application of evidence-based practice for the individual, others and the service |

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

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

Sensory loss may include: • sight loss • hearing loss • deafblindness.

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

Factors may include: • communication • assistive technology • positive risk assessment • mobility and falls • environment Formal and informal methods could include: • observation • communication • feedback from individuals • feedback from families/carers /friends • deterioration in the environment.

Unit 76

| Title: | Support the promotion of awareness of sensory loss |
| | K/616/4212 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 23 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| 1. | Understand the importance of promoting awareness of sensory loss | 1.1 | Explain why it is important to promote awareness of sensory loss for:<br><br>• individuals<br>• service provision<br>• societal perceptions and attitudes |
| 2. | Understand the role played by self and others in promoting awareness of sensory loss | 2.1 | Outline own role in promoting awareness of sensory loss |
| | | 2.2 | Outline the roles of others who may play a part in promoting the awareness of sensory loss |
| | | 2.3 | Establish the role that individuals play in promoting awareness of sensory loss |
| 3. | Be able to provide information that promotes awareness of sensory loss | 3.1 | Support the range of information and resources available in relation to sensory loss |
| | | 3.2 | Research evidence based best practice in relation to sensory loss |
| | | 3.3 | Provide others with information on evidence based best practice relevant to own service area |
| 4. | Be able to use information to promote awareness of sensory loss | 4.1 | Use information, resources or evidence based best practice to improve support provided to individuals with sensory loss by self and others |
| | | 4.2 | Establish the extent of changes that result from providing information and intelligence about evidence based practice resources |

Assessment requirements: Units need to be assessed in line with the Skills for Care and Development Assessment Principles, LO 3 and 4 must be assessed in real work environment.

Unit 77

| Title: | Enable individuals to negotiate environments M/616/4213 |
|---|---|
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 34 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| 1. | Understand the factors that may impact on an individual being able to negotiate their environments | 1.1 | Analyse how a range of conditions and/or disabilities may impact on individuals being able to negotiate environments |
| | | 1.2 | Describe potential environmental barriers to individuals negotiating environments |
| | | 1.3 | Establish how environmental barriers to individuals negotiating environments can be addressed |
| 2. | Be able to prepare to support an individual to negotiate an environment | 2.1 | Explain the scope of own role in supporting an individual to negotiate an environment |
| | | 2.2 | Establish the resources that are available to support an individual to negotiate an environment |
| | | 2.3 | Assess the risks associated with an individual negotiating familiar and unfamiliar environments |
| | | 2.4 | Work with others to develop a plan to support an individual to negotiate an environment |
| 3. | Be able to support the individual to negotiate an environment | 3.1 | Agree with the individual activities which require negotiating an environment |
| | | 3.2 | Support an individual to negotiate an environment following agreed plan |
| | | 3.3 | Provide information to the individual when negotiating unfamiliar environment |
| 4. | Be able to evaluate and revise the support provided to an individual to | 4.1 | Observe and record an individual's ability to negotiate an environment |

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

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

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

Unit 78

| Title: | Contribute to effective team working in health and social care or children and young people's settings |
| | T/616/4214 |
|---|---|
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 25 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand theories of teams and team working | 1.1 | Outline models of team working. |
| | | 1.2 | Explain the process of team development. |
| | | 1.3 | Analyse how shared goals can lead to team cohesion |
| 2. | Understand the principles that underpin effective teamwork | 2.1 | Explain why teams need: <br><br> • clear objectives <br> • clearly defined roles and responsibilities <br> • trust and accountability <br> • confidentiality <br> • effective communication <br> • conflict resolution. |
| | | 2.2 | Explain why mutual respect and support promotes effective teamwork. |
| | | 2.3 | Explain how the values of own organisation influences the working of your team. |
| | | 2.4 | Explain how teams manage change. |
| | | 2.5 | Explain the benefits of effective team performance. |
| 3. | Be able to work as part of a team | 3.1 | Identify own role and responsibility in the team. |
| | | 3.2 | Fulfil own responsibilities within the team. |
| | | 3.3 | Communicate effectively with team members. |

| | | 3.4 | Involve other team members in decision making. |
|---|---|---|---|
| | | 3.5 | Seek support and advice from others. |
| | | 3.6 | Offer support to other team members. |
| | | 3.7 | Explain lines of reporting and responsibility in the team. |
| | | 3.8 | Analyse the strengths and contributions of other team members to the work of the team. |
| 4. | Be able to support individual team members | 4.1 | Provide encouragement and support to individual team members within their roles. |
| | | 4.2 | Provide constructive feedback on performance to individual team members. |
| 5. | Be able to review the work of the team | 5.1 | Reflect on own performance in working as part of a team. |
| | | 5.2 | Review team performance in achieving or working towards goals. |
| | | 5.3 | Contribute to the development of continuous improvement within the work of the team. |
| Assessment requirements: This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles. | | | |

Unit 79

| Title: | Support individuals with autistic spectrum conditions |
| | A/616/4215 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 33 |

| Learning outcomes | | Assessment criteria | |
| The learner will: | | The learner can: | |
| 1. | Understand legislative frameworks that relate to individuals with autistic spectrum conditions | 1.1 | Outline the legislative frameworks that relate to an individual with autistic spectrum condition |
| | | 1.2 | Analyse how legislative frameworks underpin the development of services for individuals with autistic spectrum condition |
| 2. | Understand the main characteristics of autistic spectrum conditions | 2.1 | Outline a range of theories on autistic spectrum condition |
| | | 2.2 | Explain the characteristics of autistic spectrum conditions |
| | | 2.3 | Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition |
| | | 2.4 | Describe other conditions that may be associated with the autistic spectrum |
| | | 2.5 | Describe how language and intellectual abilities vary across the autistic spectrum |
| 3. | Be able to support individuals with autistic spectrum conditions | 3.1 | Describe an individual's experience of the autistic spectrum condition and it's characteristics |
| | | 3.2 | Support an individual to understand the impact of their autistic condition on themselves and others |
| | | 3.3 | Encourage an individual to recognise the strengths of their characteristics |

| | | 3.4 | Support an individual with an autistic spectrum condition to develop their personal skills |
|---|---|---|---|
| | | 3.5 | Support an individual and others to develop strategies for dealing with the impact of an autistic spectrum condition |
| 4. | Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication | 4.1 | Identify specific methods of communication for an individual |
| | | 4.2 | Use specific methods of communication to support interactions with an individual |
| | | 4.3 | Ascertain patterns of behaviour associated with an individual's autistic spectrum condition |
| | | 4.4 | Support an individual in ways that recognise the significance and meaning of their behaviour |
| 5. | Be able to support individuals with transitions and change | 5.1 | Support an individual with autistic spectrum condition to make transitions |
| | | 5.2 | Work with an individual and other to recognise routines that are important to the individual |
| | | 5.3 | Support an individual during changes to their routines |
| | | 5.4 | Enable an individual to use routines to make sense and order of their daily life |
| | | 5.5 | Recognise how to make adaptations to the physical sensory environment to: • reduce sensory overload • increase sensory simulation |
| | | 5.6 | Work with an individual and others to develop strategies that help them manage their physical and sensory environment |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles. | | | |

Unit 80

| Title: | Support individuals to stay safe from harm or abuse F/616/4216 |
|---|---|
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 27 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| 1. Understand how legislative frameworks support the safeguarding of individuals. | 1.1 | Outline legislation and national policies that relate to the safeguarding of individuals. |
|---|---|---|
| | 1.2 | Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks. |
| 2. Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to harm or abuse. | 2.1 | Identify the factors that make an individual vulnerable to harm or abuse. |
| | 2.2 | Work with an individual and key people to identify actions, behaviours and situations that may lead to harm or abuse to the individual. |
| | 2.3 | Describe the common features of perpetrator behaviour. |
| | 2.4 | Support an individual to gain understanding of when the behaviour of others may be unacceptable. |
| | 2.5 | Support an individual to gain understanding of the risks associated with the use of electronic communications. |
| 3. Be able to support individuals to gain understanding about how to stay safe. | 3.1 | Support an individual to gain understanding about their right to stay safe. |
| | 3.2 | Support an individual to gain understanding about their responsibility to contribute to keeping themselves safe. |

| | | 3.3 | Work with an individual to balance their rights, responsibilities and risks. |
|---|---|---|---|
| | | 3.4 | Explain how to challenge behaviours or actions that may lead to harm or abuse. |
| 4. | Be able to work in ways that support individuals to stay safe. | 4.1 | Engage with an individual in a way that supports trust and rapport. |
| | | 4.2 | Support an individual to express fears, anxieties or concerns they may have about their safety. |
| | | 4.3 | Explain what actions to take where there are concerns that an individual might have been harmed or abused. |
| | | 4.4 | Take action to deal with risks that may lead to harm or abuse. |
| | | 4.5 | Support an individual to understand workers' responsibility to share information about potential or actual harm or abuse. |
| | | 4.6 | Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court. |
| | | 4.7 | Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed. |
| | | 4.8 | Explain the actions that should be taken if reported concerns are not acted upon. |
| | | 4.9 | Access support in situations that are outside your expertise, experience, role and responsibility. |
| | | 4.10 | Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse. |
| Assessment requirements: Units need to be assessed in line with Skills for care and development Assessment Principles. | | | |

Unit 81

| Title: | Provide support to adults who have experienced harm or abuse |
| | |
| | J/616/4217 |
| Level: | 4 |
| Credit value: | 5 |
| Guided learning hours: | 39 |

| Learning outcomes | | Assessment criteria | |
| | | | |
| The learner will: | | The learner can: | |
| 1. | Understand the role of self and others when supporting individuals who have experienced harm or abuse. | 1.1 | Explain own role and responsibilities to individuals who have experienced harm or abuse. |
| | | 1.2 | Explain the role and responsibilities of others to individuals who have experienced harm or abuse. |
| | | 1.3 | Explain the importance of establishing trusting relationships with individuals who have experienced harm or abuse. |
| 2. | Be able to support individuals to disclose harm or abuse. | 2.1 | Support an individual to understand who information about harm or abuse will be shared with and the reasons for this. |
| | | 2.2 | Support an individual to disclose any harm or abuse they have experienced at their own pace. |
| | | 2.3 | Explain why it is important to respond calmly to disclosures of harm or abuse. |
| | | 2.4 | Communicate with an individual according to their level of understanding when they are disclosing harm or abuse. |
| | | 2.5 | Seek only sufficient information to confirm that there is an allegation. |
| | | 2.6 | Explain how to avoid actions or statements that could adversely affect the use of evidence in future |

| | | | |
|---|---|---|---|
| | | | investigations or in court. |
| | | 2.7 | Keep detailed, accurate, timed, dated and signed records about any disclosures of harm or abuse. |
| | | 2.8 | Access further support in situations that are outside your expertise, experience, role and responsibility. |
| 3. | Be able to support individuals who have experienced harm or abuse. | 3.1 | Access information about how to support an individual who has experienced harm or abuse. |
| | | 3.2 | Work with an individual, agreed key people and others to establish what outcomes they want from safeguarding interventions. |
| | | 3.3 | Work with an individual, agreed key people and others to understand implications from harm and abuse. |
| | | 3.4 | Work with agreed key people and others to support an individual to deal with distress, fear and anxieties that may have been caused by harm or abuse. |
| | | 3.5 | Work with agreed key people and others to support an individual to develop positive coping strategies. |
| | | 3.6 | Seek support where the individual's behaviour gives cause for concern. |
| | | 3.7 | Use supervision to reflect on own support to an individual and any feelings about the harm or abuse they have experience. |
| | | 3.8 | Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse. |
| Assessment requirements: Units need to be assessed in line with Skills for care and development Assessment Principles. | | | |

Unit 82

| Title: | Supporting infection prevention and control in social care L/616/4218 |
|---|---|
| Level: | 3 |
| Credit value: | 2 |
| Guided learning hours: | 18 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand how infection prevention and control policies and guidelines can be applied within different settings. | 1.1 | Explain how infection prevention policies and guidelines can be applied in own work setting. |
| | | 1.2 | Identify differences in the ways in which infection prevention and control policies and guidance are implemented in a range of work settings. |
| 2. | Be able to support infection prevention and control practices in the work setting. | 2.1 | Minimise risk of infection to self and others in the work setting. |
| | | 2.2 | Support individuals to take steps to minimise spread of infection. |
| | | 2.3 | Carry out hand hygiene following work setting policies and guidelines. |
| | | 2.4 | Support others to understand their responsibilities for infection prevention and control in the work setting. |
| | | 2.5 | Provide guidance to others about infection prevention and control practices in work setting. |
| | | 2.6 | Explain the functions of external bodies in supporting infection prevention and control in the work setting. |
| | | 2.7 | Maintain own understanding of information to support effective infection prevention and control practice. |
| 3. | Be able to minimise the risk and spread of infection when using equipment. | 3.1 | Ensure equipment is stored and maintained in ways that minimise the spread of infection. |

| | | 3.2 | Use agreed cleaning schedules for equipment in own work setting. |
|---|---|---|---|
| | | 3.3 | Explain why particular devices need special handling to minimise the spread of infection. |
| 4. | Understand how to respond to outbreaks of infection in the work setting. | 4.1 | Explain how to work with others to identity infection outbreaks in own work setting. |
| | | 4.2 | Explain how to work with others to implement policies and procedures following an infection outbreak. |
| | | 4.3 | Describe how to provide information about outbreaks of infection in accessible formats to individuals and others. |
| | | 4.4 | Describe ways to ensure that care for the individual is provided in the most appropriate place. |
| | | 4.5 | Describe situations where additional guidance may need to be accessed to manage infection prevention and control incidents. |
| 5. | Be able to follow correct recording and reporting procedures regarding infection prevention and control. | 5.1 | Describe the process for sharing information about infections and suspected infections within own work setting. |
| | | 5.2 | Describe processes for reporting accidents and incidents relating to infection prevention and control within own work setting. |
| | | 5.3 | Complete records for infection prevention and control in line with policies and guidelines. |

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

Unit 83

| Title: | Assess the needs of carers and families R/616/4219 |
|---|---|
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 28 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand the contribution that families and carers make in caring for individuals. | 1.1 | Analyse the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information. |
| | | 1.2 | Explain the rights of families and carers providing care to individuals. |
| | | 1.3 | Describe the benefits to society of family and unpaid carers providing care. |
| | | 1.4 | Describe the benefits and challenges faced by family and unpaid carers in providing care. |
| 2. | Be able to engage with families and carers who are providing care. | 2.1 | Support families and carers to speak about their experiences of providing care to individuals. |
| | | 2.2 | Use active listening skills to identify unspoken feelings and emotions. |
| | | 2.3 | Support families and carers to understand their rights. |
| | | 2.4 | Support families and carers in their caring role. |
| | | 2.5 | Explain to families and carers the additional support that is available. |
| | | 2.6 | Gain consent from families and carers to speak with others about their circumstances. |
| 3. | Be able to assess the needs of families | 3.1 | Support families and carers to identify the support |

| | | | they need to meet the needs of an individual. |
|---|---|---|---|
| | | 3.2 | Identify with families and carers the areas of care which they want to retain. |
| | | 3.3 | Support families and carers to identify their wishes and needs for their own well-being. |
| | | 3.4 | Gather additional information from agreed others. |
| | | 3.5 | Share the record of assessment with families and carers. |
| 4. | Be able to identify a plan to support families and carers. | 4.1 | Support families, carers and others to identify resources to address needs and wishes. |
| | | 4.2 | Support families, carers and others to develop a plan of action to access resources. |
| | | 4.3 | Support families, carers and others to implement the plan of action. |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. | | | |

Unit 84

| Title: | Support people who are providing homes to individuals<br><br>J/616/4220 |
|---|---|
| Level: | 4 |
| Credit value: | 6 |
| Guided learning hours: | 40 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Be able to carry out assessments for the approval of adult placement / shared lives carers. | 1.1 | Provide information to carer(s) on the criteria against which they will be assessed. |
| | | 1.2 | Work with carer(s) to clarify their role and responsibilities. |
| | | 1.3 | Carry out the initial assessment of carer(s) against agreed criteria. |
| | | 1.4 | Complete an assessment report of carer(s) according to work setting requirements and regulatory frameworks. |
| | | 1.5 | Agree the content of the assessment report with carer(s). |
| | | 1.6 | Present the assessment for approval of carer(s) in line with work setting requirements. |
| 2. | Be able to support adult placement / shared lives carers to prepare for providing a home to an individual. | 2.1 | Provide advice and guidance to carer(s) about preparing to share their home and their lives with an individual. |
| | | 2.2 | Support carer(s) to reflect on changes they will need to make in order to provide a home to an individual. |
| | | 2.3 | Work with carer(s) to identify learning needs related to providing a home to an individual. |
| | | 2.4 | Support carer(s) to meet their learning needs. |

| | | 2.5 | Support carer(s) to reflect on how they can make an individual feel welcome in their home. |
|---|---|---|---|
| | | 2.6 | Support carer(s) to develop 'house rules'. |
| | | 2.7 | Support carer(s) to prepare their families and networks for the inclusion of an individual. |
| 3. | Be able to carry out the matching process between adult placement / shared lives carers and individuals. | 3.1 | Match the preferences and needs of an individual referred to the service with the skills and lifestyle of potential carer(s). |
| | | 3.2 | Provide information to an individual and matched carer(s) prior to introductions. |
| | | 3.3 | Facilitate introduction meetings between an individual and potential carer(s). |
| | | 3.4 | Work with an individual, potential carer(s) and others to evaluate the introduction sessions. |
| | | 3.5 | Work with an individual, carer(s) and others to finalise move-in arrangements once a successful match has been made. |
| 4. | Be able to monitor and review placements of individuals. | 4.1 | Carry out placement monitoring visits with an individual and carer(s) according to work setting requirements. |
| | | 4.2 | Complete reports from placement visits in line with work setting requirements. |
| | | 4.3 | Provide ongoing advice and guidance to carer(s) about the support of an individual. |
| | | 4.4 | Carry out periodic reviews of carer(s) in line with work setting requirements. |

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

Unit 85

| Title: | Support individuals to be part of a community |
| | Y/616/4223 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 20 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand how communities can support social inclusion. | 1.1 | Analyse the concepts of: <br><br> • social inclusion <br> • social exclusion <br> • community. |
| | | 1.2 | Explain the benefits of social inclusion for: <br><br> • individuals <br> • communities. |
| | | 1.3 | Explain the consequences of social exclusion for: <br><br> • individuals <br> • communities. |
| | | 1.4 | Analyse how key legislation can promote social inclusion and reduce social exclusion in the community. |
| | | 1.5 | Evaluate a range of ways to address barriers to social inclusion that exist in the community. |
| | | 1.6 | Explain how different roles can support social inclusion. |
| 2. | Be able to support the social inclusion of individuals in communities. | 2.1 | Establish links with a range of community resources. |
| | | 2.2 | Use active participation to support social inclusion of individuals. |
| | | 2.3 | Use a range of activities to support an individual to have a positive role and sense of identity in the |

| | | 2.4 | Support an individual to develop a positive self image and sense of identity in the community. |
|---|---|---|---|
| | | | community. |
| 3. | Be able to evaluate the participation of individuals in communities. | 3.1 | Work with an individual to review their participation in a range of activities in the community. |
| | | 3.2 | Work with an individual to build on activities of interest that will promote social inclusion. |
| | | 3.3 | Evaluate own role in supporting an individual to participate in the community. |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles. | | | |

Unit 86

| Title: | Understand the factors affecting older people |
| | M/616/4227 |
| Level: | 3 |
| Credit value: | 2 |
| Guided learning hours: | 17 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand the impact of the ageing process on older people. | 1.1 | Describe changes that may come with ageing. |
| | | 1.2 | Explain how the experience of the ageing process is unique to each individual. |
| | | 1.3 | Analyse the potential impact of factors associated with ageing on older people to include <br><br> • physical <br> • emotional <br> • social <br> • cognitive <br> • environmental <br> • financial <br> • economic. |
| | | 1.4 | Describe how a positive approach to ageing can contribute to the health & wellbeing of an individual. |
| 2. | Understand attitudes of society to older people | 2.1 | Describe the contributions to society made by older people. |
| | | 2.2 | Explain what is meant by age discrimination. |
| | | 2.3 | Explain how societal attitudes and beliefs impact on older people. |
| | | 2.4 | Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people. |
| 3. | Understand the importance of using | 3.1 | Describe how the effects of ageing can affect the day |

| | person centred approaches with older people. | | to day life of older people. |
|---|---|---|---|
| | | 3.2 | Describe ways of using a person centred approach to support older people to maintain health and well being in day to day life. |
| | | 3.3 | Explain the importance of social inclusion for older people. |
| | | 3.4 | Outline barriers to social inclusion for older people. |
| | | 3.5 | Describe ways of using a person centred approach to enable older people to make positive contributions to their community. |
| 4. | Understand the importance of independence for older people. | 4.1 | Explain how independence can contribute to the well being of older people. |
| | | 4.2 | Describe how to support older people to maintain independence. |
| | | 4.3 | Describe how older people can be in control of decision making about their care and support needs. |
| | | 4.4 | Explain how to encourage older people to take positive risks. |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles. | | | |

Unit 87

| Title: | Understand how to provide support when working in end of life care<br><br>M/616/4230 |
|---|---|
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 33 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand current approaches to end of life care | 1.1 | Analyse the impact of national and local drivers on current approaches to end of life care |
| | | 1.2 | Evaluate how a range of tools for end of life care can support the individual and others |
| | | 1.3 | Analyse the stages of the local end of life care pathway |
| 2. | Understand an individual's response to their anticipated death | 2.1 | Evaluate models of loss and grief |
| | | 2.2 | Describe how to support the individual throughout each stage of grief |
| | | 2.3 | Explain the need to explore with each individual their own specific areas of concern as they face death |
| | | 2.4 | Describe how an individual's awareness of spirituality may change as they approach end of life |
| 3. | Understand factors regarding communication for those involved in end of life care | 3.1 | Explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication |
| | | 3.2 | Explain how personal experiences of death and dying may affect capacity to listen and respond appropriately |
| | | 3.3 | Give examples of internal and external coping strategies for individuals and others when facing |

| | | | death and dying |
|---|---|---|---|
| | | 3.4 | Explain the importance of ensuring effective channels of communication are in place with others |
| 4. | Understand how to support those involved in end of life care situations | 4.1 | Describe possible emotional effects on staff working in end of life care situations |
| | | 4.2 | Evaluate possible sources of support for staff in end of life situations |
| | | 4.3 | Identify areas in group care situations where others may need support in end of life care situations |
| | | 4.4 | Outline sources of emotional support for others in end of life care situations |
| 5. | Understand how symptoms might be identified in end of life care | 5.1 | Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself |
| | | 5.2 | Describe how symptoms can cause an individual and others distress and discomfort |
| | | 5.3 | Describe signs of approaching death |
| | | 5.4 | Identify different techniques for relieving symptoms |
| 6. | Understand advance care planning | 6.1 | Explain the difference between a care or support plan and an advance care plan |
| | | 6.2 | Identify where to find additional information about advance care planning |
| | | 6.3 | Describe own role in advance care planning |
| | | 6.4 | Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. | | | |

Unit 88

| Title: | Managing symptoms in end of life care A/616/4232 | | |
|---|---|---|---|
| Level: | 3 | | |
| Credit value: | 4 | | |
| Guided learning hours: | 30 | | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | | |
| 1. Understand the effects of symptoms in relation to end of life care | 1.1 | Identify a range of conditions where you might provide end of life care | |
| | 1.2 | Identify common symptoms associated with end of life care | |
| | 1.3 | Explain how symptoms can cause an individual distress and discomfort | |
| | 1.4 | Evaluate the significance of the individual's own perception of their symptoms | |
| 2. Understand how to manage symptoms in end of life care | 2.1 | Identify signs that may indicate that an individual is experiencing pain, distress or discomfort from symptoms | |
| | 2.2 | Describe factors that can influence an individual's perception of their symptoms | |
| | 2.3 | Describe the range of assessment tools for monitoring symptoms including those for individuals with cognitive impairment in own work setting | |
| | 2.4 | Explain how to provide relief using a range of methods from symptoms in end of life care | |
| 3. Be able to manage symptoms in end of life care | 3.1 | Demonstrate the range of methods that can provide symptom relief in own work setting | |
| | 3.2 | Describe own role in supporting therapeutic options used in symptom relief | |
| | 3.3 | Recognise symptoms that identify the last few days of life may be approaching | |

| | | 3.4 | Respond to an individual's needs and preferences in managing their symptoms |
|---|---|---|---|
| | | 3.5 | Actively provide support, comfort and wellbeing in end of life care |
| | | 3.6 | Recognise when to seek advice from relevant others if the level of support required by the individual is beyond own scope of practice |
| 4. | Be able to integrate symptom management in the care management process | 4.1 | Explain how symptom management is an important part of the care planning process |
| | | 4.2 | Regularly monitor symptoms associated with end of life care |
| | | 4.3 | Report changes in symptoms according to policies and procedures in own work setting |
| | | 4.4 | Support the implementation of changes in the care plan |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.

Symptoms can include:

Physical e.g.

- pain
- breathlessness/dyspnoea
- coughing
- itching
- haemoptysis
- terminal respiratory secretions
- nausea


Psychological  e.g

- agitation
- anxiety
depression


Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner



Methods may include:

Comfort measures which can include physical and psychological
Pharmacological and non-pharmacological methods

Preferences may be based on:

- beliefs
- values
- culture

Others may include:

- team members
- other colleagues

Unit 89

| Title: | Support the spiritual wellbeing of individuals<br><br>F/616/4233 |
|---|---|
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 26 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand the importance of **spiritual wellbeing** for individuals | 1.1 | Outline different ways in which **spiritual wellbeing** can be defined |
| | | 1.2 | Define the difference between spirituality and religion |
| | | 1.3 | Describe different aspects of spiritual wellbeing |
| | | 1.4 | Explain how spiritual wellbeing is an individual experience |
| | | 1.5 | Explain how spiritual wellbeing defines an individual's identity |
| | | 1.6 | Outline the links between spirituality, faith and religion |
| | | 1.7 | Explain how an **individual's** current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith or religion |
| 2. | Be able to assess the spiritual needs of an individual and others | 2.1 | Support the individual and **others** to identify their spiritual needs and how and by whom these can be addressed |
| | | 2.2 | Identify how an individual's emphasis on spirituality may vary at different stages of their life experience |
| | | 2.3 | Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan |
| 3. | Understand the impact of values and beliefs on own and an individual's | 3.1 | Analyse how own values and beliefs may impact on others when communicating about the |

| | | | |
|---|---|---|---|
| | spiritual wellbeing | | individual's spiritual wellbeing |
| | | 3.2 | Identify how the values and beliefs of others may impact on the individual |
| | | 3.3 | Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others |
| 4. | Be able to support individuals' spiritual wellbeing | 4.1 | Access resources and information to support the individual's spiritual wellbeing |
| | | 4.2 | Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing |
| | | 4.3 | Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing |
| | | 4.4 | Support the individual to participate in their chosen activities to support their spiritual wellbeing |
| | | 4.5 | Access any additional expertise required to meet the individual's spiritual needs |
| | | 4.6 | Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.

**Spiritual wellbeing** can be defined as:

something everyone can experience

helps to find meaning and purpose in the things individuals value

can bring hope and healing in times of suffering and loss

encourages individuals to seek the best relationship with themselves, others and what lies beyond

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Unit 90

| Title: | Supporting individuals with loss and grief before death J/616/4234 |
|---|---|
| Level: | 3 |
| Credit value: | 2 |
| Guided learning hours: | 15 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand the impact of loss and grief on individuals approaching end of life and others | 1.1 | Describe what is meant by loss and grief before reaching end of life |
| | | 1.2 | Explain how the experience of loss and grief is unique to individuals and others |
| | | 1.3 | Describe stages of loss and grief commonly experienced by individuals with a life-limiting illness |
| | | 1.4 | Describe the effects of loss and grief on individuals and others |
| 2. | Be able to support individuals and others through their experience of loss and grief | 2.1 | Support individuals and others to identify the losses they may experience |
| | | 2.2 | According to their preferences and wishes support individuals and others to communicate the losses they may experience |
| | | 2.3 | Support the individual and others through each stage of grief they experience |
| | | 2.4 | Support individuals and others experiencing loss and grief to access support services |
| 3. | Be able to manage own feelings in relation to loss and grief | 3.1 | Describe how own feelings about loss and grief can impact on the support provided |
| | | 3.2 | Use support systems to manage own feelings brought on by loss & grief |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. | | | |

Unit 91

| Title: | Support individuals during the last days of life |
| | L/616/4235 |
| Level: | 4 |
| Credit value: | 5 |
| Guided learning hours: | 33 |

| Learning outcomes | | Assessment criteria | |
| | | | |
| The learner will: | | The learner can: | |
| 1. | Understand the impact of the last days of life on the individual and others | 1.1 | Describe psychological aspects of the dying phase for the individual and others |
| | | 1.2 | Analyse the impact of the last days of life on the relationships between individuals and others |
| 2. | Understand how to respond to common symptoms in the last days of life | 2.1 | Describe the common signs of approaching death |
| | | 2.2 | Explain how to minimise the distress of symptoms related to the last days of life |
| | | 2.3 | Describe appropriate comfort measures in the final hours of life |
| | | 2.4 | Explain the circumstances when life-prolonging treatment can be stopped or withheld |
| | | 2.5 | Identify the signs that death has occurred |
| 3. | Be able to support individuals and others during the last days of life | 3.1 | Demonstrate a range of ways to enhance an individual's well- being during the last days of life |
| | | 3.2 | Work in partnership with others to support the individual's well-being |
| | | 3.3 | Describe how to use a range of tools for end of life care according to agreed ways of working |
| | | 3.4 | Support others to understand the process following death according to agreed ways of working |
| 4. | Be able to respond to changing needs of an individual during the last days of life | 4.1 | Explain the importance of following the individual's advance care plan in the last days of life |
| | | 4.2 | Record the changing needs of the individual during |

| | | | the last days of life according to agreed ways of working |
|---|---|---|---|
| | | 4.3 | Support the individual when their condition changes according to agreed ways of working |
| 5. | Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual | 5.1 | Implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working |
| | | 5.2 | Provide care for the individual after death according to national guidelines, local policies and procedures |
| | | 5.3 | Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care |
| | | 5.4 | Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person |
| | | 5.5 | Explain ways to support others immediately following the death of the individual |
| 6. | Be able to manage own feelings in relation to an individual's dying or death | 6.1 | Identify ways to manage own feelings in relation to an individual's death |
| | | 6.2 | Use support systems to manage own feelings in relation to an individual's death |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. | | | |

Unit 92

| Title: | Promote nutrition and hydration in health and social care settings<br><br>R/616/4236 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 4 | |
| Guided learning hours: | 32 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand what makes up a balanced diet | 1.1 | Define the main food groups |
| | 1.2 | Identify sources of essential nutrients |
| | 1.3 | Explain the role of essential nutrients for health |
| | 1.4 | Evaluate the impact of poor diet on health and wellbeing |
| | 1.5 | Explain what adaptations to a balanced diet may be required for different groups |
| 2. Understand nutritional guidelines. | 2.1 | Summarise current national nutritional guidelines for a balanced diet |
| | 2.2 | Explain how to access additional support and information relating to nutrition and hydration |
| 3. Be able to promote nutrition in health and social care settings | 3.1 | Explain the importance of a balanced diet |
| | 3.2 | Demonstrate how to plan an appropriate balanced diet with an individual |
| | 3.3 | Demonstrate how to promote an appropriate balanced diet with an individual |
| | 3.4 | Evaluate the effectiveness of different ways of promoting healthy eating |
| 4. Be able to promote hydration in health | 4.1 | Explain the importance of hydration |

| | | 4.2 | Describe signs of dehydration |
|---|---|---|---|
| | and social care settings | 4.3 | Demonstrate ways to support and promote hydration with individuals |
| | | 4.4 | Evaluate the effectiveness of different ways of supporting and promoting hydration |
| 5. | Understand how to prevent malnutrition in health and social care settings. | 5.1 | Describe the factors that may affect nutritional intake |
| | | 5.2 | Describe the risk factors that may lead to malnutrition |
| | | 5.3 | Describe the signs of malnutrition |
| | | 5.4 | Explain ways of ensuring foods and drinks have increased nutritional density through fortification |
| 6. | Be able to carry out nutritional screening in health and social care settings | 6.1 | Describe the purpose of nutritional screening |
| | | 6.2 | Carry out nutritional screening |
| | | 6.3 | Implement the actions identified by nutritional screening |
| | | 6.4 | Monitor, record and review the actions taken following nutritional screening |
| 7. | Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings | 7.1 | Describe the roles and responsibilities of others in assessing and managing the nutritional and hydration needs with individuals |
| | | 7.2 | Explain ways in which nutrition and hydration can be monitored. |
| | | 7.3 | Monitor and record nutrition and hydration of an individual in accordance with their plan of care |
| 8. | Understand factors that affect special dietary requirements in health and social care settings | 8.1 | Describe factors that may promote healthy eating in different groups |
| | | 8.2 | Describe factors that may create barriers to healthy eating for different groups |
| | | 8.3 | Explain why individuals may have special dietary requirements |
| | | 8.4 | Explain why it is important for individuals with special |

| | | dietary requirements to follow special diets |
|---|---|---|
| Assessment requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles | | |

| Title: | Coordination of activity provision in adult care |
| --- | --- |
| | Y/616/8627 |
| Level: | 3 |
| Credit value: | 5 |
| Guided learning hours: | 25 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
| --- | --- | --- | --- |
| 1. | Understand legislation, policies and codes of practice relevant to the coordination of person-centred activities | 1.1 | Summarise the legislation, regulation and codes of practice relating to safety when coordinating **activities** |
| | | 1.2 | Explain the benefits of for adults of activities in terms of:<br><br>- development – physical, emotional and cognitive<br>- social inclusion |
| | | 1.3 | Describe the role of practitioners in coordinating activities that reflect the interests, choices, preferences and needs of **individuals** |
| 2. | Understand principles which underpin the coordination of individual and group activities | 2.1 | Explain the benefits of coordinating activities in an enabling environment |
| | | 2.2 | Summarise the relevance of group dynamic theories to the management of group activities |
| | | 2.3 | Analyse how learning and regaining skills impacts on activities |
| | | 2.4 | Explain the benefits of clear aims and objectives in the coordination and organisation of activities |
| | | 2.5 | Explain how others can be supported to embed **activity-based models of care** into daily tasks |
| | | 2.6 | Compare methods used for the monitoring and evaluation of activity provision. |
| 3. | Be able to deliver plan and prepare for individual and group activity provision | 3.1 | Work with individuals and group members to identify interests, preferences and needs |
| | | 3.2 | Agree, with **others,** the intended outcomes of an activity |
| | | 3.3 | Work with individuals, group members and others to plan and prepare for an activity |
| | | 3.4 | Devise a budget plan to resource the agreed activities |
| | | 3.5 | Work with individuals and others to plan and organise a range of activities |

| | | 3.6 | Identify and address risks associated with planned activities |
|---|---|---|---|
| | | 3.7 | Communicate with others to inform them about activities |
| 4. | Be able to give guidance and support to individuals and groups participating in activities | 4.1 | Encourage **active participation** when working with others to support individuals and group members |
| | | 4.2 | Set the direction of an activity with others |
| | | 4.3 | Encourage and coach individuals and group members when working with others during an activity |
| | | 4.4 | Observe and adjust support to meet the needs of individuals and group members during an activity |
| | | 4.5 | Enable others to contribute to individual and group activities |
| 5. | Be able to contribute to evaluating activities | 5.1 | Seek feedback from individuals, group members and others during and after participation in an activity |
| | | 5.2 | Agree a process and criteria for the review and evaluation of feedback |
| | | 5.3 | Analyse the feedback to evaluate the benefits of activities |
| | | 5.4 | Agree improvements to activity provision with individuals and others |
| | | 5.5 | Report on the outcomes of the evaluation and proposed improvements |

Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

**Activities** may include:

• leisure and recreational

• social activities such as visits and trips

• religious and cultural interests

• entertainment

• hobbies

• self-care activity

• spontaneous activity

• therapeutic activity, e.g. reminiscence therapy, relaxations and anxiety management, remedial games, art or music

• therapy assistance, e.g. physiotherapy, occupational therapy, speech therapy.

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

**Others** may include: • team members • other colleagues • those who use, or commission their own care and support services • families, carers and advocates.

**Activity-based model of care** may include:

- social model of care – daily living and self-care tasks

- choice and control

- experts by experience

 - outcomes-focused services.

Accessible information may include:

- internal communication systems

- external communication systems

 - leaflets and posters

- social media

 - assistive technology.

**Active participation**: A way of working that recognises the individual as an active and equal partner with the right to be as independent as possible. The individual has the right to choose if they want to participate in activities and relationships.

Unit 94

| Title: | Support individuals who are distressed M/616/4244 |
|---|---|
| Level: | 2 |
| Credit value: | 3 |
| Guided learning hours: | 21 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | Learning outcomes | | Assessment criteria |
|---|---|---|---|
| 1. | Understand causes and effects of distress on individuals | 1.1 | Identify 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 |
| 2. | Understand potential impacts on own well-being when supporting an individual who is distressed | 2.1 | Explain how supporting an individual who is distressed may impact on own well being |
| | | 2.2 | Identify **sources of support** to manage own feelings when supporting an individual who is distressed |
| 3. | Be able to prepare to support individuals who are experiencing distress | 3.1 | Access information and advice in relation to supporting an individual who is distressed |
| | | 3.2 | Recognise signs of distress that indicate the need for specialist intervention |
| | | 3.3 | Describe how to access specialist intervention |
| 4. | Be able to support individuals who are experiencing distress | 4.1 | Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and preferences of the individual |
| | | 4.2 | Work in ways to alleviate immediate distress |
| | | 4.3 | Respond to the individual's reactions |
| | | 4.4 | Involve others when supporting an individual who is distressed |
| 5. | Be able to support individuals to manage distress | 5.1 | Encourage the individual to express thoughts and feelings |
| | | 5.2 | Work with the individual and others to identify triggers for distress |

| | | 5.3 | Work with an individual and others to manage triggers or alleviate causes of distress |
|---|---|---|---|
| | | 5.4 | Encourage the individual to review ways of coping with distress |
| 6. | Be able to record and report on an individual's distress | 6.1 | Maintain records relating to the individual's distress and the support provided |
| | | 6.2 | Report on periods of distress in line with agreed ways of working |

Assessment requirements: This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning Outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

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

**Sources of support** may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation


**Preferences** may be based on:

- beliefs
- values
- culture

**Others** may include:

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

Unit 95

| Title: | Facilitate the development of effective group practice in health and social care or children and young people's settings |
| | D/616/4353 |
|---|---|
| Level: | 5 |
| Credit value: | 6 |
| Guided learning hours: | 42 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand how groups develop and function in health and social care or children and young people's work settings | 1.1 | Analyse the impact of theories and models on group work practice |
| | | 1.2 | Explain how to form and maintain a cohesive and effective group |
| | | 1.3 | Explain how different facilitation styles may influence<br><br>• group dynamics<br>• lifecycle of the group<br>• group outcomes<br>• development of roles within the group |
| | | 1.4 | Explain why it is important to be clear about the purpose and desired outcomes for the group |
| | | 1.5 | Analyse the importance of participant engagement in achieving group outcomes |
| 2. | Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings | 2.1 | Evaluate methods that may be utilised in facilitating groups |
| | | 2.2 | Prepare an environment that is conducive to the functioning of the group |
| | | 2.3 | Work with a group/s to agree acceptable group and individual behaviour |
| | | 2.4 | Work with a group to negotiate and agree tasks, desired outcomes and ways of working |
| 3. | Be able to facilitate a group in health | 3.1 | Use a range of methods to accommodate different |

| | | | learning styles within the group |
|---|---|---|---|
| | | 3.2 | Provide a group experience where participants are engaged and stimulated |
| | | 3.3 | Intervene effectively in a group session to improve the learning process |
| 4. | Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings | 4.1 | Demonstrate inclusive practice when facilitating groups |
| | | 4.2 | Support consensus and manage conflict within a group |
| | | 4.3 | Explain how to challenge excluding or discriminatory behaviour |
| | | 4.4 | Demonstrate how to manage diverse group behaviours |
| | | 4.5 | Explain when to refer issues and areas of concern |
| 5. | Be able to monitor and review the work of a group in health and social care or children and young people's work settings | 5.1 | Work with a group to agree monitoring and review processes |
| | | 5.2 | Implement systems and processes to monitor and review the progress of a group |
| | | 5.3 | Assess the effectiveness of a group in relation to identified outcomes |
| | | 5.4 | Reflect on strengths and areas for development in own practice of facilitating groups |

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

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

Note: The first row continues from the previous page: "and social care or children and young people's work settings"

Unit 96

| Title: | Manage induction in health and social care or children and young people's settings |
| | |
| | T/616/4245 |
| Level: | 4 |
| Credit value: | 3 |
| Guided learning hours: | 21 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand the purpose of induction for health and social care or children and young people's settings | 1.1 | Explain why induction is important for practitioners, individuals and organisations |
| | | 1.2 | Identify information and support materials that are available to promote effective induction |
| | | 1.3 | Explain the link between induction processes, qualifications and progression routes in the sector |
| | | 1.4 | Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting |
| | | 1.5 | Analyse the role of induction in safeguarding individuals and others within a work setting |
| 2. | Be able to manage the induction process in health, social care and children and young people's work settings | 2.1 | Explain the factors that influence induction processes for practitioners |
| | | 2.2 | Develop an induction programme in agreement with others |
| | | 2.3 | Manage the induction process for practitioners |
| 3. | Be able to support the implementation of induction processes in health, social care and children and young people's work settings | 3.1 | Identify different methods that can be used to support the induction process for practitioners |
| | | 3.2 | Support others involved in the induction of practitioners |
| | | 3.3 | Obtain feedback from others on practitioners |

| | | | achievement of identified induction requirements |
|---|---|---|---|
| | | 3.4 | Support practitioners to reflect on their learning and achievement of induction requirements |
| | | 3.5 | Provide feedback to practitioners on achievement of induction requirements |
| | | 3.6 | Support personal development planning for a practitioner on completion of induction |
| 4. | Be able to evaluate the induction process in health and social care or children and young people's settings | 4.1 | Explain the importance of continuous organisational improvement in the provision of induction |
| | | 4.2 | Obtain feedback on the induction process from practitioners |
| | | 4.3 | Obtain feedback on the induction process from others in the work setting |
| | | 4.4 | Use feedback to identify areas for improvement within the induction process |
| 5. | Be able to implement improvements to the induction process in health and social care or children and young people's settings | 5.1 | Work with others to identify improvements within the induction process |
| | | 5.2 | Work with others to implement changes required to address areas for improvement within the induction process |

Assessment requirements: Unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

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

Unit 97

| Title: | Develop professional supervision practice in health and social care or children and young people's work settings |
| | Y/616/4352 |
| Level: | 5 |
| Credit value: | 5 |
| Guided learning hours: | 39 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand the purpose of professional supervision in health and social care or children and young people's work settings | 1.1 | Analyse the principles, scope and purpose of professional supervision |
| | | 1.2 | Outline theories and models of professional supervision |
| | | 1.3 | Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision |
| | | 1.4 | Explain how findings from research, critical reviews and inquiries can be used within professional supervision |
| | | 1.5 | Explain how professional supervision can protect the: |
| | | | • individual |
| | | | • supervisor |
| | | | • supervisee |
| 2. | Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings | 2.1 | Explain the performance management cycle |
| | | 2.2 | Analyse how professional supervision supports performance |
| | | 2.3 | Analyse how performance indicators can be used to measure practice |
| 3. | Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work | 3.1 | Explain factors which result in a power imbalance in professional supervision |
| | | 3.2 | Explain how to address power imbalance in own |

| | settings | | supervision practice |
|---|---|---|---|
| | | 3.3 | Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process |
| | | 3.4 | Agree with supervisee the frequency and location of professional supervision |
| | | 3.5 | Agree with supervisee sources of evidence that can be used to inform professional supervision |
| | | 3.6 | Agree with supervisee actions to be taken in preparation for professional supervision |
| 4. | Be able to provide professional supervision in health and social care or children and young people's work settings | 4.1 | Support supervisees to reflect on their practice |
| | | 4.2 | Provide positive feedback about the achievements of the supervisee |
| | | 4.3 | Provide constructive feedback that can be used to improve performance |
| | | 4.4 | Support supervisees to identify their own development needs |
| | | 4.5 | Review and revise professional supervision targets to meet the identified objectives of the work setting |
| | | 4.6 | Support supervisees to explore different methods of addressing challenging situations |
| | | 4.7 | Record agreed supervision decisions |
| 5. | Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings | 5.1 | Give examples from own practice of managing conflict situations within professional supervision |
| | | 5.2 | Reflect on own practice in managing conflict situations experienced during professional supervision process |
| 6. | Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings | 6.1 | Gather feedback from supervisee/s on own approach to supervision process |
| | | 6.2 | Adapt approaches to own professional supervision in light of feedback from supervisees and others |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 3,4,5 and 6 must be assessed in the work setting | | | |

| Title: | | Support individuals affected by Parkinson's |
|---|---|---|
| | | D/616/8547 |
| Level: | | 3 |
| Credit value: | | 3 |
| Guided learning hours: | | 25 |
| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: |
| 1. | Understand the signs, symptoms and progression of Parkinson's | 1.1 | Describe Parkinson's |
| | | 1.2 | Describe the changes in the brain associated with the development of Parkinson's |
| | | 1.3 | Describe Parkinson's in in terms of:<br><br>• motor symptoms<br><br>• non-motor symptoms |
| | | 1.4 | Describe young onset compared with traditional onset Parkinson's |
| | | 1.5 | Describe the typical phases and timescale of the progression of Parkinson's |
| | | 1.6 | Describe the range of conditions included in the term Parkinsonism |
| 2. | Understand the impact of Parkinson's on the individual and others | 2.1 | Explain how motor and non-motor symptoms impact on an individual's quality of life |
| | | 2.2 | Explain how Parkinson's impacts on an individual's relationships with others |
| | | 2.3 | Explain how fluctuations in symptoms of Parkinson's impact on an individual and others |
| | | 2.4 | Explain how Parkinson's impacts on the individual, to include:<br><br>• communication<br><br>• cognition<br><br>• behaviour<br><br>• emotions |
| 3. | Understand the diagnosis, interventions and treatments to manage Parkinson's | 3.1 | Describe diagnosis and referral processes for an individual with Parkinson's |
| | | 3.2 | Describe how local, community and statutory agencies, support services and networks can be accessed for/by an individual with Parkinson's |

| | | 3.3 | Describe available practices and interventions to support individuals to manage symptoms |
|---|---|---|---|
| | | 3.4 | Describe available treatment for an individual with Parkinson's |
| | | 3.5 | Explain the management of nutrition and hydration for an individual with Parkinson's |
| 4. | Understand the use of medication for Parkinson's | 4.1 | Explain the range of medication available to manage Parkinson's |
| | | 4.2 | Evaluate common side-effects of medication for Parkinson's |
| | | 4.3 | Explain the consequences of not administering medication on time |
| | | 4.4 | Explain how side effects of medication for Parkinson's can be managed |
| 5. | Be able to promote the health and wellbeing of individuals with Parkinson's | 5.1 | Apply person centred strategies and techniques to manage: <br><br> • communication difficulties <br><br> • cognitive difficulties <br><br> • behavioural changes. |
| | | 5.2 | Work in partnership with the individual, professionals and others to improve health and wellbeing in related to: <br><br> • mobility and falls <br><br> • swallowing difficulties <br><br> • sleep difficulties |
| | | 5.3 | Contribute to the evaluation of services delivered to supporting individuals living with Parkinson's |

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

Parkinsonism (or Parkinson's syndrome) – a term used to describe a range of conditions that have similar symptoms to Parkinson's.

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

Unit 99

| Title: | Provide support for sleep |
| | L/616/4655 |
| Level: | 2 |
| Credit value: | 2 |
| Guided learning hours: | 13 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| 1. | Understand the importance of sleep | 1.1 | Explain how sleep contributes to an **individual**'s well-being |
| | | 1.2 | Identify reasons why an individual may find it hard to sleep |
| | | 1.3 | Describe the possible short-term and long-term effects on an individual who is unable to sleep well |
| 2. | Be able to establish conditions suitable for sleep | 2.1 | Describe conditions likely to be suitable for sleep |
| | | 2.2 | Minimise aspects of the environment likely to make sleep difficult for an individual |
| | | 2.3 | Adjust own behaviour to contribute to a restful environment |
| | | 2.4 | Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep |
| 3. | Be able to assist an individual to sleep | 3.1 | Explain the importance of a holistic approach to assisting sleep |
| | | 3.2 | Encourage the individual to communicate the support they need to sleep |
| | | 3.3 | Assist the individual to find a position for sleep consistent with their plan of care |
| | | 3.4 | Support the individual to use aids for sleep in ways that reflect the plan of care and follow **agreed ways of working** |
| 4. | Be able to monitor sleep | 4.1 | Establish with the individual and others how sleep will be monitored |
| | | 4.2 | Record agreed observations relating to the individual's sleep and the assistance given |
| 5. | Know how to access information and advice about difficulties with sleep | 5.1 | Describe situations in which additional information or assistance about sleep would be needed |
| | | 5.2 | Explain how to access additional information and assistance |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

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

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

Unit 100

| Title: | Support independence in the tasks of daily living |
| | J/616/4086 |
| Level: | 3 |
| Credit value: | 5 |
| Guided learning hours: | 37 |

| Learning outcomes | | Assessment criteria | |
| The learner will: | | The learner can: | |
|---|---|---|---|
| 1. | Understand principles for supporting independence in the tasks of daily living | 1.1 | Explain how **individual**s 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 |
| 2. | Be able to establish what support is required for daily living tasks | 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 |
| 3. | Be able to provide support for planning and preparing meals | 3.1 | Support the individual to plan meals that contribute to a healthy diet and reflect their 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 |
| 4. | Be able to provide support for buying and using household and personal items | 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 |
| 5. | Be able to provide support for keeping the home clean and secure | 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 |
| 6. | Be able to identify and respond to changes needed in support for daily living tasks | 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 |

Assessment requirements:

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

**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

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

**Others** may include family, friends, advocate or line-manager

A **care plan** may have other names, e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

Unit 101

| Title: | Principles and practice of advocacy in adult care |
| | Y/616/8496 |
| Level: | 4 |
| Credit value: | 5 |
| Guided learning hours: | 35 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand current **legislation**, policies and codes of practice relevant to advocacy | 1.1 | Summarise policy which relates to advocacy |
| | | 1.2 | Summarise legislation in relation to advocacy |
| | | 1.3 | List guidance and codes of practice which relate to advocacy |
| 2. | Understand the **principles** of advocacy in adult care | 2.1 | Describe the principles of advocacy |
| | | 2.2 | Explain **values** underpinning advocacy |
| | | 2.3 | Describe **models of advocacy** |
| | | 2.4 | Explain situations when an individual may require an advocate |
| | | 2.5 | Describe the responsibilities and limits of an advocate |
| | | 2.6 | Describe the skills and attributes required to be a successful advocate |
| | | 2.7 | Evaluate the role of advocacy in reducing discrimination and social exclusion |
| 3. | Be able to support individuals to access advocacy | 3.1 | Inform individuals about available advocacy services |
| | | 3.2 | Support individuals to review and choose advocacy services |
| | | 3.3 | Know when to refer individuals to other professionals or agencies |
| | | 3.4 | Describe factors that may prevent an individual from accessing advocacy support |
| 4. | Be able to support individuals with advocacy | 4.1 | Support individuals with self-advocacy |
| | | 4.2 | Support individuals to participate in discussions and decision making |
| | | 4.3 | Support individuals to make informed choices |
| | | 4.4 | Support individuals to explore options available to them |
| | | 4.5 | Action instructions from the individual accessing advocacy support |
| 5. | | 5.1 | Identify dilemmas and conflict that may arise during advocacy |

| | Safeguard the rights and choices of individuals accessing advocacy | 5.2 | Evaluate how culture can impact on the advocacy relationship |
|---|---|---|---|
| | | 5.3 | Propose strategies to resolve conflict and dilemmas |
| | | 5.4 | Explain how to respond to safeguarding concerns disclosed through the advocacy process |
| | | 5.5 | Confirm that complaints procedures are accessible |
| | | 5.6 | Support individuals to access advocacy to resolve complaints or appeals |
| | | 5.7 | Explain how to refer safeguarding or other concerns to **professionals or agencies** |
| 6. | Be able to review advocacy support | 6.1 | Review advocacy services with individuals and other professionals or agencies |
| | | 6.2 | Create and maintain records in relating to advocacy |

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

**Legislation** may include:

• Care Act 2014


• Mental Health Act 2007

• Mental Capacity Act 2005

• Health and Social Care Act 2012.

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

**Principles and values** may include:

• appropriate use of personal value base

• advocacy and the duty to involve

• empowerment and enablement


• positive risk-taking

• personalisation

• rights relating to complaints and appeals

• different types and sources of power and the potential for imbalance of power

• rights relating to choices and decision making, including unwise decisions

• importance of differentiation between the advocate's and individual's views

• values in relation to mental health, disability, human rights, participation and best interests

• ethical considerations

**Models of advocacy** may include:

• self-advocacy

• group advocacy

- peer advocacy

- citizen advocacy

- professional advocacy

- non-instructed advocacy.

**Professionals and agencies** may include: • Social Worker • Nurse • Clinicians – Doctors • Psychiatrist • Psychologist

Unit 102

| Title: | Coordination of assistive living technology use |
|---|---|
| | D/616/8628 |
| Level: | 4 |
| Credit value: | 4 |
| Guided learning hours: | 31 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand the impact of assistive living technology on the lives of individuals | 1.1 | Analyse the range and availability of assistive living technology |
| | | 1.2 | Evaluate the impact of assistive living technology on positive outcomes for individuals |
| 2. | Be able to implement and support the use of assistive living technology by individuals | 2.1 | Research assistive living technology to meet the identified needs of individuals |
| | | 2.2 | Explain how to adapt assistive living technology to meet the needs of an individual |
| | | 2.3 | Assess the risks associated with the identified assistive living technology |
| | | 2.4 | Describe the assessment and referral procedures which are in place to obtain the identified assistive living technology |
| | | 2.5 | Support the individual to complete the procedures to secure the identified assistive living technology |
| | | 2.6 | Support the individual to use assistive living technology |
| 3. | Be able to support others to facilitate the use of assistive living technology | 3.1 | Inform **others** about assistive living technology. |
| | | 3.2 | Facilitate the use of assistive living technology by others |
| 4. | Be able to evaluate the supply and use of assistive living technology | 4.1 | Evaluate the procedures for assessment and referral for provision of assistive living technology |
| | | 4.2 | Evaluate the impact of the use of assistive living technology on individuals |

Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent Assessor in a real work environment.

**Assistive living technology** may include:

• electronic:- sensor mats or pads - reminding tool - key pad entries - key with lights - apps for budgeting/direction finding/instructions - talking books

• physical: - kettle tippers - jar openers - special cutlery/utensils - key safe box - sticks to pull socks up.
**Individua**l refers to someone requiring care or support; it will usually mean the person or people

supported by the learner. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Unit 103

| Title: | Promote the management of continence |
| | H/616/8629 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 30 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Understand incontinence | 1.1 | Describe the process of urination |
| | | 1.2 | Describe the process of bowel evacuation. |
| | | 1.3 | Explain how variations occur between individuals in the usual patterns of urinary and bowel action |
| | | 1.4 | Describe types of incontinence: <br> • urinary <br> • faecal |
| | | 1.5 | Describe contributory **factors** to incontinence: <br> • urinary <br> • faecal |
| | | 1.6 | Explain how environmental change may contribute to increased incontinence |
| 2. | Understand the consequences of incontinence | 2.1 | Explain the effects of incontinence on an **individual**'s self-esteem, health and daily living |
| | | 2.2 | Describe complications and conditions linked to incontinence |
| | | 2.3 | Describe how changes in patterns of bowel and urinary action can indicate ill health |
| 3. | Understand how to support individuals to manage incontinence | 3.1 | Outline good practice guidelines for the management of continence |
| | | 3.2 | Explain how the management of continence imay be affected by an individual's personal beliefs and values |
| | | 3.3 | Explain why it is important to promote an individual's privacy and dignity whilst managing continence |
| | | 3.4 | Describe a range of interventions, **strategies** and **continence aids** that can used for the management of continence |
| | | 3.5 | Describe the role of professionals in the management of continence |
| | | 3.6 | Explain how and when urine and faeces are sampled |

| 4. | Be able to support individuals to manage continence through the selection of strategies and aids | 4.1 | Encourage the expression of preferences and concerns by an individual related to continence |
| --- | --- | --- | --- |
| | | 4.2 | Support the individual to understand how lifestyle can affect continence |
| | | 4.3 | Provide information to the individual about options to manage continence |
| | | 4.4 | Agree strategies and/or aids with the individual and level and type of support needed |
| | | 4.5 | Record, in the care and support plan, the agreed strategies and aids |
| 5. | Be able to support the management of continence through the use of aids and strategies | 5.1 | Support the individual to use continence aids and strategies |
| | | 5.2 | Apply infection prevention and control procedures |
| | | 5.3 | Support the care of the skin and surrounding area by individuals |
| | | 5.4 | Monitor, record and report:<br><br>• changes in urinary and bowel action<br><br>• changes to surrounding skin<br><br>• levels of support given |
| 6. | Be able to evaluate the management of continence by selected strategies and aids | 6.1 | Evaluate the strategies, aids and support given for the management of continence with the individual and **others** |
| | | 6.2 | Alter the strategies and aids as agreed with the individual and others |
| | | 6.3 | Identify when the individual should be referred to a professional |

Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles

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

**Factors** may include: • diet • patterns of eating and drinking • ageing • infection • limited mobility • unfamiliar environment • difficulty accessing toilet • confusion • exercise and mobility • use of medication • daily routines.

**Strategies** may include: • accessible toilets with adaptions • prompting individuals to use toilet • pelvic floor exercises • dietary changes.

**Continence aids** may include: • urinal/commode/bedpan • continence pads • penile sheaths • protective clothing and bedding.

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

Unit 104

| Title: | Understand how to support individuals to engage in education, training and employment |
| --- | --- |
| | Y/616/8630 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 25 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand legislation, statutory guidance and codes of practice relevant to the support of **individuals** to engage in education, training and employment | 1.1 | Outline the legislation, statutory guidance and codes of practice relevant to access to education, training and employment |
| | | 1.2 | Explain the impact of the duty to make reasonable adjustments on an individual accessing or engaging in education, training and employment |
| 2. | Understand the principles underlying individual engagement in education, training or employment | 2.1 | Explain the positive impact on the **well-being** and quality of life for individuals engaging in education, training or employment |
| | | 2.2 | Summarise motivational theories and their influence on individuals who engage with education, training and employment |
| | | 2.3 | Describe potential **barrier**s that may impact an individual engaging in education, training and employment |
| | | 2.4 | Explain how barriers to engaging in education, training and employment may be overcome |
| 3. | Understand support available for individuals in engaging in education, training and employment | 3.1 | Describe funding initiatives that support individuals to engage in education, training and employment |
| | | 3.2 | Identify agencies and partners that provide support to individuals wishing to engage in education, training and employment |
| | | 3.3 | Outline **additional learning support** available to learning providers or employers to support individuals to engage in education, training and employment |
| 4. | Understand how to advise and support individuals to engage | 4.1 | Describe how principles of personalisation and co-production support individuals to engage in education, training and employment |

| | | 4.2 | Describe **information** to be collected during interview and assessment to enable individuals to make informed decisions about education, training and employment |
| --- | --- | --- | --- |
| | in education, training or employment. | 4.3 | Describe suitable **forms of assessment** to use to assist an individual to engage in education, training or employment opportunities |
| | | 4.4 | Explain how to resolve issues that arise during the provision of informed advice |
| | | 4.5 | Evaluate the importance of partnership working in facilitating engagement with education, training and employment opportunities |

Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

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

**Well-being** may include aspects that are: • social • emotional • cultural • spiritual • intellectual • economic • physical • mental.

**Barriers** may include: • lack of confidence • previous experience of ETE • Specific Learning Difficulties (SpLD) • mental ill health • physical or learning disability • anxiety • sensory processing differences • autism spectrum condition (ASC) • transitional.

**Additional learning support** may include: • statutory or voluntary agency support • physical adaptations • emotional support • financial support • assistive technology • additional and specialist learning support.

**Information** may include: • aspirations • aptitude • skills and abilities • interests • experience • qualifications • support needs • preferred career pathways • personal circumstances • language/communication needs • criminal history • education, health and care plans.

**Forms of assessment** may include: • self-assessments • learning styles • skills tests • performance assessments • diagnostic tests • physical capacity and fitness • psychometric testing • honesty and integrity tests • pre-employment skills matching.

| Title: | Management of pain and discomfort |
| | D/616/8631 |
| --- | --- |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 24 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand the experience and impact of pain and discomfort on an individual | 1.1 | Describe the features of different **types of pain** and **discomfort** |
| | | 1.2 | Explain **factors** that affect pain and discomfort |
| | | 1.3 | Explain pain and anxiety are linked |
| | | 1.4 | Explain the importance of recognising different perceptions of pain |
| | | 1.5 | Describe how pain and discomfort affect an **individual**'s physical and emotional wellbeing |
| 2. | Understand how pain and discomfort are assessed and monitored | 2.1 | Describe ways in which individuals may express that they are in pain or discomfort |
| | | 2.2 | Describe with examples how an individual's behaviour may indicate that they are in pain or discomfort |
| | | 2.3 | Explain methods used to monitor pain or discomfort:<br>• observation<br>• self-monitoring<br>• pain measurement or scoring tools |
| | | 2.4 | Describe the purpose of pain and discomfort measurement |
| 3. | Understand approaches to the management of pain and minimising of discomfort | 3.1 | Summarise **approaches and theories** relating to pain management |
| | | 3.2 | Describe **interventions** that can be used to alleviate pain and minimise discomfort |
| | | 3.3 | Describe how an individual's preferred approach to symptom management might be influenced by their culture and beliefs |
| | | 3.4 | Explain the practitioner's role in supporting individuals who are experiencing pain and discomfort |
| | | 3.5 | Describe the possible side effects of medication for pain relief |

| | | 3.6 | Describe the roles and responsibilities of others involved with management of pain |
|---|---|---|---|
| 4. | Understand legislation and guidance relevant to management of pain and the minimising of discomfort | 4.1 | Outline how **legislation and guidance** applies to the management of pain and minimising of discomfort |
| | | 4.2 | Outline protocols and agreed ways of working for the management of pain and the minimising of discomfort |
| | | 4.3 | Identify sources of support, information and guidance relevant to the management of pain and the minimising of discomfort |
| 5. | Be able to support individuals managing pain and discomfort | 5.1 | Support individuals to communicate their pain and discomfort |
| | | 5.2 | Use assessment tools to assess levels of pain |
| | | 5.3 | Support individuals and their carers to act to alleviate pain and discomfort |
| | | 5.4 | Carry out agreed measures to manage an individual's pain and discomfort |
| 6. | Be able to report on the management of individuals' pain or discomfort | 6.1 | Monitor the effectiveness and side effects of interventions used for the relief of pain and discomfort |
| | | 6.2 | Complete records of interventions used for the relief of pain and discomfort in line with agreed ways of working |
| | | 6.3 | Report findings and concerns relating to the management of individuals' pain or discomfort |

Assessment requirements: This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 5 and 6 must be assessed in a real work environment.

**Types of pain** may include: • acute and chronic pain • breakthrough pain • the range of different sensations of pain and discomfort, e.g.: aches, cramp, itching, burning, neuralgia, spasm, crushing, soreness, stabbing, throbbing, numbness, pins and needles.

**Discomfort** may include: • nausea • side effects of medication.

**Factors** may include: • the type of pain • the purpose of the pain, e.g.: 'positive' pain associated with healing, recovery, endurance, or childbirth where outcome is positive and 'negative' as a sign of injury, tissue damage or warning • individual perceptions and experiences of pain • different emotions such as fear, anxiety and tension.

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

**Approaches and theories** may include: • holistic approach • person-centred • palliative • Gate Control theory of pain.

**Intervention**s may include: • pharmacological and other measures that are used to relieve pain, symptoms and reduce discomfort.

**Legislation and guidance** may include: • legislation in relation to - – medicines – controlled drugs – moving and positioning – mental capacity and advance care planning • guidance - NICE guidelines relating to management of different types of pain.

Unit 106

| Title: | Awareness of the Mental Capacity Act 2005 |
| --- | --- |
| | F/616/4085 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 28 |
| Learning outcomes | Assessment criteria |
| The learner will: | The learner can: |

| | | | |
| --- | --- | --- | --- |
| 1. | Understand the importance of the Mental Capacity Act 2005 | 1.1 | Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves |
| | | 1.2 | Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves |
| | | 1.3 | Explain how the Mental Capacity Act 2005:<br><br>• empowers people to make decisions for themselves<br><br>• protects people who lack capacity by placing them at the heart of the decision making process |
| | | 1.4 | Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves |
| 2. | Understand the key elements of the Mental Capacity Act 2005 | 2.1 | Define the five statutory principles included in the Mental Capacity Act 2005 |
| | | 2.2 | Describe when a worker must comply with the Mental Capacity Act 2005 |
| | | 2.3 | Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity |
| | | 2.4 | Explain 'capacity' as defined in the Mental Capacity Act 2005 |
| | | 2.5 | Explain '**best interests**' as defined in the Mental Capacity Act 2005 |
| | | 2.6 | Explain what actions needs to be taken to ensure a worker acts in an individual's 'best interests' |
| | | 2.7 | Identify whose responsibility it is to assess 'capacity' and 'best interests' |
| | | 2.8 | Identify the type of 'day to day' decisions a worker may find themselves making on behalf of a person |

| | | | who lacks capacity to make those decisions themselves |
|---|---|---|---|
| | | 2.9 | Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed |
| | | 2.10 | Explain how the Mental Capacity Act 2005 can assist a person to 'plan ahead' for a time when they may not have capacity to make certain decisions |
| 3. | Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005 | 3.1 | Identify the range of actions that amount to restraint |
| | | 3.2 | Identify the factors which make restraint lawful under the Mental Capacity Act 2005 |
| | | 3.3 | Describe the circumstances where the restrictions or restraint being used amount to a person being 'deprived of their liberty' |
| | | 3.4 | Describe the actions that are necessary to ensure that a person is lawfully 'deprived of their liberty' |
| | | 3.5 | Explain why a worker should raise their concerns with their supervisor / manager when they think a person may be being 'deprived of their liberty' |
| 4. | Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity | 4.1 | Explain the legal status of the Mental Capacity Act 2005, Code of Practice |
| | | 4.2 | Explain the purpose of the Mental Capacity Act 2005, Code of Practice |
| | | 4.3 | Explain how the Mental Capacity Act 2005 Code of Practice effects the day to day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves |

Assessment requirements:

This unit must be assessed in line with Skills for Health Assessment Principles.

**Best interests** - when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision:
Mental Capacity Act Code of Practice (Chapter 5)
**Deprived of their liberty** - Mental Capacity Act Code of Practice (Chapter 6)

| Title: | | Implement positive behaviour support |
|---|---|---|
| | | M/616/8634 |
| Level: | | 3 |
| Credit value: | | 6 |
| Guided learning hours: | | 41 |
| Learning outcomes The learner will: | | Assessment criteria The learner can: |
| 1. | Understand the legislative framework relevant to positive behaviour support | 1.1 Summarise current legislation, frameworks, codes of practice and policies relevant to positive behaviour support |
| | | 1.2 Summarise organisational policies and procedures relevant to positive behaviour support |
| | | 1.3 Explain the value base that underpins positive behaviour support |
| | | 1.4 Describe own and others' role and responsibilities relevant to positive behaviour support |
| 2. | Understand behaviour as a form of expression | 2.1 Explain the role functional assessment plays in understanding the behaviour of an individual |
| | | 2.2 Analyse others perceptions of behaviour |
| | | 2.3 Explain factors that may influence the behaviour of an individual |
| | | 2.4 Explain how behaviour is a form of expression |
| 3. | Understand approaches to the provision of positive behavioural support | 3.1 Explain recognised approaches to positive behaviour support |
| | | 3.2 Explain: what is meant by: <br> - proactive strategies <br> - reactive strategies |
| | | 3.3 Explain why positive behaviour should be reinforced |
| | | 3.4 Explain why positive interaction is important |
| | | 3.5 Explain why individuals should be supported to understand their behaviour and its effects on themselves and others |
| | | 3.6 Explain the use of active support to promote positive behaviour |
| | | 3.7 Evaluate the role that structure and daily planning play in positive behaviour support |

| | | 3.8 | Identify sources of support, information and guidance relevant to positive behaviour support |
|---|---|---|---|
| 4. | Be able to monitor the individual's behaviour | 4.1 | Monitor and record an individual's pattern of behaviour using structured methods |
| | | 4.2 | Identify slow and fast triggers with the individual and others |
| | | 4.3 | Review an individual's behaviour |
| | | 4.4 | Record and report outcomes of the review of an individual's behaviour |
| 5. | Be able to agree positive behaviour support strategies with individuals and others | 5.1 | Promote participation in day-today activities by identifying ways to develop an individual's skills |
| | | 5.2 | Support individuals to develop coping strategies for acknowledged behaviours |
| | | 5.3 | With individuals and others agree strategies which support positive behaviour for different situations |
| | | 5.4 | Describe sources of information, support and guidance relevant to the promotion of positive behaviour |
| 6. | Be able to implement plans for positive behaviour support | 6.1 | Explain the purpose of individual positive behaviour support plans |
| | | 6.2 | Identify what a positive behaviour support plan should contain |
| | | 6.3 | Implement agreed strategies identified in the individual's positive behaviour support plan |
| | | 6.4 | Contribute to the evaluation of a positive behaviour support plan |
| Assessment requirements: n/a | | | |

| Title: | | Develop implement and review reablement services H/616/8503 | |
|---|---|---|---|
| Level: | | 4 | |
| Credit value: | | 4 | |
| Guided learning hours: | | 30 | |
| Learning outcomes  The learner will: | | Assessment criteria  The learner can: | |
| 1. | Understand reablement services | 1.1 | Explain current legislation that applies to reablement. |
| | | 1.2 | Explain the current policy drivers towards the provision of reablement services |
| | | 1.3 | Analyse the **principles that underpin reablement** |
| | | 1.4 | Explain how reablement services improve an **individual**'s outcome and quality of life. |
| | | 1.5 | Evaluate how reablement services support the family of an individual |
| | | 1.6 | Evaluate strategies used to plan reablement planning including positive risk-taking and outcomes-focused goals |
| 2. | Understand the importance of daily living activities to independence | 2.1 | Define daily living activities |
| | | 2.2 | Evaluate how reablement supports daily activities for individuals and promotes independence |
| | | 2.3 | Analyse how daily living activities may present **barriers** to independence |
| 3. | Understand the range of resources available to support reablement | 3.1 | Explain the range of reablement services available |
| | | 3.2 | Explain roles and responsibilities of professionals in a **multidisciplinary team** providing reablement services |
| | | 3.3 | Explain how a multidisciplinary team collaborates to support reablement |
| | | 3.4 | Describe the use of equipment to support reablement |
| | | 3.5 | Explain the use of assistive technology to support reablement |
| | | 3.6 | Explain when and how to involve other agencies to support reablement |
| 4. | Be able to contribute plans for the provision of reablement services | 4.1 | Work in partnership with the multidisciplinary team individuals and others to agree outcome-focused goals using assessment information |

| | | 4.2 | Address barriers identified in the reablement plan |
|---|---|---|---|
| | | 4.3 | Identify the resources required to deliver the reablement plan |
| | | 4.4 | Carry out a risk assessment of the reablement plan |
| | | 4.5 | Identify ways to reduce the likelihood of identified risks |
| | | 4.6 | Record the reablement plan |
| 5. | Be able to implement reablement plans | 5.1 | Support engagement with reablement plans |
| | | 5.2 | Implement reablement plans to enable an individual to participate in daily living activities |
| | | 5.3 | Implement reablement plans to enable learning and engagement with an individual and their family |
| | | 5.4 | Address barriers which arise during the implementation of an individual's reablement plan |
| 6. | Be able to monitor and review reablement services | 6.1 | Work with individuals, others and multidisciplinary teams to monitor progress towards outcome focused goals in reablement plans |
| | | 6.2 | Evaluate the effectiveness of reablement plans in improving independence |
| | | 6.3 | Work in partnership with individuals, others and multidisciplinary teams to agree any modifications to the reablement plan that are identified in the review |
| | | 6.4 | Record and ensure implementation of agreed changes to reablement plans |

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

**Principles that underpin reablement**:

• independence

• empowerment

• personalisation

• choice and control.


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

**Barriers** may include:

• environmental

• social

• physical

• emotional

• sensory impairment

- cognitive

- financial.

**Multi-disciplinary team** may include:

- care delivery team

- Occupational Therapist

- GP

- Speech and Language Therapist

- Physiotherapist

- Pharmacist

- Nurse

- Social Worker

- Psychologist

Unit 109

| Title: | Understand how to support individuals to care for their feet K/616/8552 |
|---|---|
| Level: | 2 |
| Credit value: | 3 |
| Guided learning hours: | 25 |

| Learning outcomes The learner will: | | Assessment criteria The learner can: | |
|---|---|---|---|
| 1. | Understand the structure and function of the foot and ankle | 1.1 | Describe the structure of the foot and ankle |
| | | 1.2 | Outline the function of the structure of the foot and ankle |
| | | 1.3 | Explain the importance of foot mobility and blood circulation |
| | | 1.4 | Describe the process toenail growth and how this is affected by ageing |
| 2. | Understand the causes and risk factors of problems affecting the foot | 2.1 | Describe how common **medical conditions** can affect the feet and toenails |
| | | 2.2 | Outline why an individual's ability to care for their feet may be limited |
| | | 2.3 | Describe how the feet and toenails are affected by unsanitary living conditions |
| | | 2.4 | Describe how the feet and toenails are affected by unsuitable footwear |
| | | 2.5 | Explain the support available to **individuals at risk** of developing foot and toenail problems |
| 3. | Understand how to carry out foot and nail care | 3.1 | Describe how to assist individuals with foot and nail care. |
| | | 3.2 | Describe common **signs of foot problems** |
| | | 3.3 | Identify items within a toolkit for basic personal foot and nail care |
| | | 3.4 | Describe how to prepare a comfortable and safe environment for foot and nail care. |
| | | 3.5 | Explain how to clip and file toenails |
| | | 3.6 | Describe infection control requirements relevant to foot care |
| | | 3.7 | Explain the main points of **skin care** for the feet |
| | | 3.8 | Describe features of healthy **footwear** |

| 4. | Understand reporting and referral procedures relevant to foot care | 4.1 | Describe how to refer an individual for podiatry services |
|---|---|---|---|
| | | 4.2 | Outline how to report and record foot care support |

Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

**Medical conditions** may include:

• diabetes

• arthritis

• peripheral vascular disease

• eczema.

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

**Individuals at risk** Individuals with conditions that heighten the likelihood of foot and toenail problems. **Signs of foot problems** may include:

• cuts

• sores

• blood or fluid leakage

 • swelling

• redness

• bruising

• warm areas

• verrucas

• corns

• calluses

• in-growing toenails

• athletes foot

• fungal nail infections

• pressure ulcers.

**Skin care** may include:

 • hygiene

• washing or soaking

• drying

 • application of creams

• application of prescribed treatments

• use of massage.

**Footwear** may include:

- slippers

- socks or tights

- shoes.

Unit 110

| Title: | Provide agreed support for foot care |
| | H/616/8632 |
| Level: | 2 |
| Credit value: | 3 |
| Guided learning hours: | 23 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand the signs and causes of foot and toe-nail abnormalities | 1.1 | Describe the effects of common medical conditions on the feet and toe-nails |
| | | 1.2 | Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails |
| 2. | Be able to provide support for assessed foot care needs | 2.1 | Ascertain information about an **individual**'s assessed foot care needs |
| | | 2.2 | Ensure the setting for foot care meets the individual's **preferences** and maintains privacy |
| | | 2.3 | Gain consent to provide treatment to the individual |
| | | 2.4 | Prepare the equipment required for treatment |
| | | 2.5 | Prepare the individual's feet for treatment, in a way that promotes **active participation** |
| | | 2.6 | Describe how and when to access additional guidance about assessed foot care needs |
| 3. | Be able to promote the individual's engagement in their own foot care | 3.1 | Support the individual's understanding of any treatments, equipment or dressings to be used |
| | | 3.2 | Invite feedback from the individual on how their foot care is carried out |
| | | 3.3 | Explain why advice should not be given unless agreed with the podiatrist |
| 4. | Be able to provide foot care safely | 4.1 | Carry out agreed foot care treatments in accordance with instructions |
| | | 4.2 | Operate equipment safely and in accordance with instructions |

| | | 4.3 | Use protective equipment, protective clothing and hygiene techniques to minimise risks |
|---|---|---|---|
| | | 4.4 | Dispose of waste products safely |
| | | 4.5 | Provide follow up instructions to individual on completion of treatment |
| 5. | Be able to record and report on foot care | 5.1 | Record the condition of the individual's feet before treatment |
| | | 5.2 | Record treatments carried out |
| | | 5.3 | Explain how to record any adverse reactions or responses to treatments or dressings |
| | | 5.4 | Report on foot care treatments, conditions and reactions in agreed ways |

Assessment requirements: This unit should be assessed in line with Skills for Health Assessment Principles.
Learning outcomes 3, 4 and 5 must relate to real work activities and be observed in the work setting.

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner
**Preferences** may be based on:
- beliefs
- values
- culture

**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 111

| Title: | Provide support to individuals to continue recommended therapies |
| --- | --- |
| | K/616/8633 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 20 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | Learning outcomes | | Assessment criteria |
| --- | --- | --- | --- |
| 1. | Understand the importance of supporting individuals to continue recommended therapies | 1.1 | Analyse benefits of recommended therapies to an **individual's** health and well-being |
| | | 1.2 | Describe barriers that prevent individuals from continuing recommended therapies. |
| | | 1.3 | Discuss consequences of individuals discontinuing recommended therapies |
| 2. | Be able to encourage individuals to continue recommended therapies | 2.1 | Agree individual's **needs, wishes and preferences** in relation to continuing a recommended therapy |
| | | 2.2 | Enable individuals to access information in relation to benefits of continuing the recommended therapy. |
| | | 2.3 | Describe how to overcome an individual's fears or concerns in relation to continuing the recommended therapy. |
| | | 2.4 | Explain how to motivate the individual to continue the recommended therapy |
| 3. | Be able to support individuals to continue recommended therapy | 3.1 | Clarify information required prior to providing support. |
| | | 3.2 | Promote **active participation** during therapy |
| | | 3.3 | Manage concerns encountered during therapy. |
| | | 3.4 | Provide constructive feedback and encouragement to the individual during therapy. |
| 4. | Be able to monitor, record and report on observations during recommended therapy | 4.1 | Establish with the individual and **others** the observations to be made during therapy sessions |
| | | 4.2 | Carry out agreed observations within scope of own role |
| | | 4.3 | Record agreed observations within scope of own role |
| | | 4.4 | Report on the findings of observations to individuals and others |

| 5. | Be able to contribute to evaluation and review of recommended therapies | 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 with others |
| | | 5.4 | Record agreed actions. |
| Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. | | | |

| Title: | Support individuals to access and manage direct payments |
| --- | --- |
| | D/616/8449 |
| Level: | 4 |
| Credit value: | 4 |
| Guided learning hours: | 20 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand the role of direct payments | 1.1 | Explain the purpose of direct payments |
| | | 1.2 | Explain legislation and policies relating to direct payments for providing care and support |
| | | 1.3 | Identify the range of services for which direct payments may be used |
| | | 1.4 | Explain the term personalisation in relation to direct payments |
| 2. | Be able to support individuals to decide whether to use direct payments | 2.1 | Identify sources of information and advice about using direct payments |
| | | 2.2 | Identify the conditions that need to be met for the **individual** to be eligible for direct payments |
| | | 2.3 | Provide information and advice about direct payments in a way that is accessible to an individual and **others** |
| | | 2.4 | Access specialist guidance about using direct payments |
| | | 2.5 | Work with the individual and others to decide:<br>- whether a direct payment would be beneficial in meeting the individual's needs<br>- the level and type of support needed to manage the direct payment |
| 3. | Be able to provide support to select services to be purchased with direct payments | 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 |
|---|---|---|---|
| 4. | Be able to provide support for completing paperwork associated with direct payments | 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 |
| 5. | Understand how to address difficulties, dilemmas and conflicts relating to direct payments | 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 |
| 6. | Be able to contribute to reviewing the support provided through direct payments | 6.1 | Agree with the individual any support needs and the required support to be purchased |
| | | 6.2 | Work with the individual and others to evaluate the support they have purchased |
| | | 6.3 | Agree and record any changes needed to the support purchased |
| | | 6.4 | Provide feedback to organisations about the support purchased |
| 7. | Be able to contribute to reviewing the management of direct payments | 7.1 | Work with the individual and others to review the management of the direct payment |
| | | 7.2 | Agree and record any changes to the type and level of support needed for managing a direct payment |
| | | 7.3 | Provide feedback to people and organisations about the management of the individual's direct payment |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles
**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

**Others** may include:
- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

| | |
|---|---|
| **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 113

| Title: | Support individuals to access housing and accommodation services<br><br>R/616/8450 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 4 | |
| Guided learning hours: | 31 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand support available to access housing and accommodation services | 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 |
| 2. Be able to work with individuals to identify housing and accommodation services that meet their needs | 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 |
| 3. Be able to work with individuals to plan to access housing and accommodation services | 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 |
| 4. Be able to work with individuals to access housing and accommodation services | 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 |
| 5. | Be able to work with housing and accommodation services to meet the needs of individuals | 5.1 | Provide housing and accommodation services with information about own role and responsibilities |
| | | 5.2 | Contact housing and accommodation staff over a prolonged period of time |
| | | 5.3 | Show how continued contact is appropriate to ensure individual needs are being met |
| 6. | Be able to contribute to the review of housing and accommodation services for individuals | 6.1 | Work with the individual and others to:<br>– monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences<br>– 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 |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles

**Housing and accommodation** covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places

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


**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates


**Preferences** may be based on:

- beliefs
- values
- culture

Unit 114

| Title: | Support individuals to meet personal care needs |
| | L/616/4641 |
| Level: | 2 |
| Credit value: | 2 |
| Guided learning hours: | 16 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1. | Be able to work with individuals to identify their needs and preferences in relation to personal care | 1.1 | Encourage the **individual** to communicate their needs, **preferences** and personal beliefs affecting their personal care |
| | | 1.2 | Establish the level and type of support and individual needs for personal care |
| | | 1.3 | Agree with the individual how privacy will be maintained during personal care |
| 2. | Be able to provide support for personal care | 2.1 | Obtain **valid consent** for activities |
| | | 2.2 | Support the individual to understand the reasons for hygiene and safety precautions |
| | | 2.3 | Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection |
| | | 2.4 | Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care |
| | | 2.5 | Describe ways to ensure the individual can summon help when alone during personal care |
| | | 2.6 | Ensure safe disposal of waste materials |

| 3. | Be able to support individuals to use the toilet | 3.1 | Provide support for the individual to use toilet facilities in ways that respect dignity |
| | | 3.2 | Support the individual to make themselves clean and tidy after using toilet facilities |
| | | 3.3 | Support the individual to wash their hands after using the toilet |
| 4. | Be able to support individuals to maintain personal hygiene | 4.1 | Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care |
| | | 4.2 | Ensure toiletries, materials and equipment are within reach of the individual |
| | | 4.3 | Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation |
| 5. | Be able to support individuals to manage their personal appearance | 5.1 | Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation |
| | | 5.2 | Encourage the individual to keep their clothing and personal care items clean, safe and secure |
| 6. | Be able to monitor and report on support for personal care | 6.1 | Seek feedback from the individual and **others** on how well support for personal care meets the individual's needs and preferences |
| | | 6.2 | Monitor personal care functions and activities in agreed ways |
| | | 6.3 | Record and report on an individual's personal care in agreed ways |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles

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

**Preferences** may be based on:

- beliefs
- values
- culture

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

Unit 115

| Title: | Support carers to meet the care needs of individuals |
| | Y/616/8451 |
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 30 |

| Learning outcomes | | Assessment criteria | |
| The learner will: | | The learner can: | |
| 1. | Understand current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community | 1.1 | Summarise current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community |
| 2. | Understand why individuals might require support | 2.1 | Identify disorders that impact on **individuals** |
| | | 2.2 | Describe the effects disorders may have on individuals' lifestyles |
| | | 2.3 | Explain how increased dependence affects individuals, carers and the provision of services |
| 3. | Understand how to ensure individuals receive the support they need from carers | 3.1 | Explain reasons for linking support with need |
| | | 3.2 | Explain the importance of establishing partnerships with carers |
| | | 3.3 | Explain the importance of open communication with carers and how to encourage carers to ask questions |
| | | 3.4 | Describe reasons for assessing a carer's abilities in relation to supporting individuals |
| | | 3.5 | Describe the demands placed on a carer |
| | | 3.6 | Describe potential tensions between the demands placed on a carer and other commitments |

| | | 3.7 | Identify signs which indicate issues with service delivery |
|---|---|---|---|
| 4. | Be able to support carers to meet the care needs of individuals | 4.1 | Inform the carer of the individual's needs and care plan |
| | | 4.2 | Agree the type of support needed by the carer for them to meet the individual's care needs |
| | | 4.3 | Arrange for the provision of resources necessary for the carer to support the individual |
| | | 4.4 | Provide the carer with information on how to contact the care team |
| | | 4.5 | Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team |
| | | 4.6 | Update records related to service delivery agreements in line with local policy and protocol |

Assessment requirements:

This unit must be assessed in line with Skills for Health Assessment Principles

**Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit 116

| Title: | Collaborate in the assessment of environmental and social support in the community<br><br>Y/616/8711 |
|---|---|
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 23 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community | 1.1 | Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect work related to the provision of environmental and social support in the **community** |
| | | 1.2 | Identify when good practice suggests it may be necessary to seek assistance related to the provision of environmental and social support in the community |
| 2. | Understand how to assess the need for, and provision of, environmental and social support in the community | 2.1 | Describe situations when individuals may need to be provided with environmental or social support |
| | | 2.2 | Describe the types, purpose and function of materials, equipment and support that may be required in relation to assessing environmental and social support in the community |
| | | 2.3 | Describe the purpose of the assessment tools used in the workplace in relation to environmental and social support in the community |
| | | 2.4 | Explain the procedures relating to carrying out an assessment of environmental and social support in the community |
| | | 2.5 | Explain the roles of those involved in assessing environmental and social support in the community |
| 3. | Be able to carry out assessments in collaboration with others to establish the need for, and provision, of environmental and social support in the community | 3.1 | Communicate with the **individual** and **relevant others** in a way that encourages personal choice |
| | | 3.2 | Undertake the assessment in line with local policy and protocol |
| | | 3.3 | Identify and prioritise the individual's needs, in conjunction with relevant others if necessary |
| | | 3.4 | Record the outcomes of the assessment in line with local policy and protocol |

| | | 3.5 | Pass on the outcomes of the assessment in line with local policy and protocol |
|---|---|---|---|
| 4. | Be able to plan changes to be made to the environment and social support with individuals and relevant others | 4.1 | Confirm the availability of the resources required for the environmental or social support |
| | | 4.2 | Communicate the options for support and equipment to the individual and relevant others |
| | | 4.3 | Identify any difficulties with providing the support or equipment, discussing possible solutions |
| | | 4.4 | Agree any proposed changes to the environment and social support and gain **valid consent** to carry these out |
| | | 4.5 | Record the agreed actions in line with local policy and protocol |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.

**Community** could be the individual's own home, a community home, a day centre or the individual's place of work

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

**Relevant others** may include:
- Colleagues
- Family
- Carers
- Anyone else involved in the care and wellbeing of the individual

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

Unit 117

| Title: | Provide support for mobility R/616/4687 | |
|---|---|---|
| Level: | 2 | |
| Credit value: | 2 | |
| Guided learning hours: | 14 | |
| Learning outcomes The learner will: | Assessment criteria The learner can: | |
| 1. Understand the importance of mobility | 1.1 | Define mobility |
| | 1.2 | Explain how different health conditions may affect and be affected by mobility |
| | 1.3 | Outline the effects that reduced mobility may have on an **individual's well-being** |
| | 1.4 | Describe the benefits of maintaining and improving mobility |
| 2. Be able to prepare for mobility activities | 2.1 | Agree **mobility activities** with the individual and **others**, according to the individual's needs and abilities |
| | 2.2 | Remove or minimise hazards in the environment before a mobility activity |
| | 2.3 | Check the suitability of an individual's clothing and footwear for safety and mobility |
| | 2.4 | Check the suitability of **mobility equipment and appliances** for the individual |
| | 2.5 | Check the safety and cleanliness of mobility equipment and appliances |
| 3. Be able to support individuals to keep mobile | 3.1 | Promote the **active participation** of the individual during a mobility activity |
| | 3.2 | Assist an individual to use mobility appliances correctly and safely |
| | 3.3 | Monitor the individual during the mobility activity and report any adverse events to an appropriate person |
| | 3.4 | Give feedback and encouragement to the individual during mobility activities |

| 4. | Be able to observe, record and report on activities to support mobility | 4.1 | Record observations of mobility activity |
| --- | --- | --- | --- |
| | | 4.2 | Report on progress and/or problems relating to the mobility activity including:<br>- choice of activities<br>- equipment<br>- appliances<br>- the support provided |

Assessment requirements:

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Wellbeing may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental


Mobility activities may include:

- exercises
- physiotherapy
- occupational therapy
- household activities
- group activities

Others may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

Mobility equipment and appliances may include:

- wheel chairs
- sticks
- walking frames

Unit 118

| Title: | Support families who are affected by Acquired Brain Injury H/616/4502 |
|---|---|
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 30 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1 | Understand the impact on families who care for an individual with Acquired Brain Injury | 1.1 | Explain the impact on family of caring for an individual in relation to:<br>- type of brain injury<br>- severity of brain injury |
| | | 1.2 | Describe how theories of loss and grief provide a framework for practice |
| | | 1.3 | Describe the long term adjustments families and friends may need to make |
| | | 1.4 | Explain the impact on families of personality changes in the individual |
| 2 | Understand legislation that is relevant to carers of an individual affected by Acquired Brain Injury | 2.1 | Identify legislation and policy specific to carers |
| | | 2.2 | Explain the key principles within legislation and policy which are applicable to carers of an individual |
| 3 | Be able to assess the support required by families who hold the primary caring role | 3.1 | Assess with primary carers the support families require |
| | | 3.2 | Agree with the primary carer a plan of support |
| | | 3.3 | Report where there are unmet needs |
| 4 | Be able to work in partnership with other professionals and agencies | 4.1 | Explain the role of other professionals and agencies working with individuals with acquired brain injury |
| | | 4.2 | Work in partnership with other professionals and agencies to support families |
| | | 4.3 | Evaluate outcomes for families of partnership working |
| Assessment requirements:<br>Learning outcomes 4 and 5 must be assessed in a real work environment. | | | |

Unit 119

| Title: | Understand the impact of Acquired Brain Injury on individuals |
| | D/616/4496 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 28 |

| Learning outcomes | | Assessment criteria | |
|---|---|---|---|
| The learner will: | | The learner can: | |
| 1 | Understand Acquired Brain Injury | 1.1 | Define Acquired Brain Injury |
| | | 1.2 | Describe the main structures of the brain and their functions |
| | | 1.3 | Describe possible causes of Acquired Brain Injury |
| | | 1.4 | Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury |
| | | 1.5 | Describe brain injuries that are<br>- mild<br>- moderate<br>- severe |
| 2 | Understand the impact on individuals of Acquired Brain Injury | 2.1 | Discuss initial effects of Acquired Brain Injury on the individual |
| | | 2.2 | Explain the long term effects of Acquired Brain Injury to include<br>- physical<br>- functional<br>- cognitive<br>- behavioural effects<br>- emotional |
| | | 2.3 | Explain the concepts of loss in relation to Acquired Brain Injury for individuals and carers |
| 3 | Understand the specialist communication needs of an individual with Acquired Brain Injury | 3.1 | Define dysphasia and dysarthria |
| | | 3.2 | Explain the effects of dysphasia and dysarthria on communication |
| | | 3.3 | Compare the different techniques required to support an individual with dysphasia and dysarthria |

| | | 3.4 | Evaluate different intervention strategies and assistive tools that support communication |
|---|---|---|---|
| 4 | Understand the impact that personality changes can have on individuals with Acquired Brain Injury and others | 4.1 | Explain the impact of personality changes on an individual and others |
| | | 4.2 | Explain how lack of self-awareness/insight may affect an individual and others |
| | | 4.3 | Explain the skills needed to support the individual and family/carers to come to terms with personality changes |
| 5 | Understand the impact of challenging behaviour | 5.1 | Explain behaviours which are considered challenging |
| | | 5.2 | Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour |
| | | 5.3 | Explain the importance of a proactive approach to behaviour management |
| | | 5.4 | Explain measures that should be taken to manage the risk from challenging behaviour |
| | | 5.5 | Explain the process for reporting and referring challenging behaviour |
| Assessment requirements: This unit must be assessed in line with Skills for Care and Development Assessment Principles | | | |

Unit 120

| Title: | Dementia Awareness<br><br>R/616/4642 | |
|---|---|---|
| Level: | 2 | |
| Credit value: | 2 | |
| Guided learning hours: | 7 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand dementia | 1.1 | Define the term 'dementia' |
| | 1.2 | Describe key functions of the brain that are affected by dementia |
| | 1.3 | Explain why depression, delirium and age-related memory impairment may be mistaken for dementia |
| 2. Understand models of dementia | 2.1 | Outline the medical model of dementia |
| | 2.2 | Outline the social model of dementia |
| | 2.3 | Explain why dementia should be viewed as a disability |
| 3. Know types of dementia and their<br>causes | 3.1 | List causes of dementia |
| | 3.2 | Describe signs and symptoms of dementia |
| | 3.3 | Identify causal risk factors for types of dementia |
| 4. Understand an individual's experience of dementia | 4.1 | Describe how individuals may experience living with dementia |
| | 4.2 | Outline the impact that the attitudes and behaviours of others may have on an individual with dementia |
| Assessment requirements: This unit must be assessed in accordance with Skills for Health Assessment Principles<br><br>Individual refers to someone requiring care or support; it will usually mean the person or people Experience living with dementia: depending on age, type of dementia, and level of ability and disability | | |

Others may include::

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

Unit 121

| Title: | Provide support to individuals with dementia<br><br>T/616/8635 |
|---|---|
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 35 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | | | |
|---|---|---|---|
| 1. | Understand legislation and frameworks relevant to the care and support of individuals with dementia. | 1.1 | Summarise **legislation and frameworks** relevant to the care and support of an **individual** with dementia |
| | | 1.2 | Explain how the rights of an individual with dementia are upheld by agreed ways of working |
| | | 1.3 | Explain how care and support can meet the **best interests** of an individual with dementia |
| | | 1.4 | Explain what is meant by a least restrictive way of providing care and support in |
| | | 1.5 | Explain the rights of carers |
| | | 1.6 | Explain how an individual's ability to communicate and interact is influenced by different types of dementia |
| | | 1.7 | Explain how an individual's communication skills and interactions are affected by:<br>- sensory impairment<br>- health needs<br>- environment<br>- actions of carers or others |
| | | 1.8 | Compare a **reality orientation** and **validation approaches** to interactions |
| | | 1.9 | Communicate with an individual who has dementia using different communication techniques |
| | | 1.10 | Use observation of the behaviour of an individual with dementia to interpret and respond to their needs |
| 2. | Be able to support an individual's rights and choices | 2.1 | Explain how strategies developed from knowledge of the individual's personality and life history can be used to support individuals with dementia. |

| | | 2.2 | Use strategies developed from knowledge of personality and life history to provide support to an individual with dementia |
|---|---|---|---|
| | | 2.3 | Work with an individual with dementia to identify and manage risks to their care and support |
| | | 2.4 | Review the effectiveness of strategies used to support individuals with dementia |
| | | 2.5 | Enable an individual with dementia to achieve their potential by creating a suitable **environment** |
| 3. | Be able to involve carers and others in the support of individuals with dementia | 3.1 | Describe the impact on carers of the experience of an individual's dementia |
| | | 3.2 | Involve carers and others in the planning of care |
| | | 3.3 | Ensure access to complaints procedures by individuals with dementia, carers and others |
| | | 3.4 | Describe how to manage conflicts of interests that may arise between a carer and an individual with dementia |

Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

**Legislation and frameworks** may include:

• Care Act 2014

• Equality Act 2010

• Living Well with Dementia – the National Dementia Strategy 2009

• Mental Health Act 2007

• Mental Capacity Act 2005

• General Data Protection Regulation

• Human Rights Act 1998.

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

**Best interests**: Mental Capacity Act 2005 – to support the financial health, emotional and social wellbeing of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.

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

**Reality orientation** This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in.

**Validation approach** Using non-judgmental acceptance and empathy to show the individual that their expressed feelings are valid, focusing on the feelings rather than the content of speech.

**Environment** may include: • social • physical.

Unit 122

| Title: | Understand end of life care<br><br>A/616/8636 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 7 | |
| Guided learning hours: | 53 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand the protection of the rights of individuals and others through the legislative framework relating to end of life care | 1.1 | Summarise legal requirements and agreed ways of working relevant to end of life care |
| | 1.2 | Describe national strategies and approaches to the provision of end of life care |
| | 1.3 | Explain the aims of end of life care |
| | 1.4 | Explain conflicts, legal or ethical issues that may arise in relation to death, dying or end of life care and strategies which can be used to overcome them |
| 2. Understand factors that have an impact on end of life care | 2.1 | Outline theories relevant to death and dying |
| | 2.2 | Describe factors that may influence an individual's view of death and dying |
| | 2.3 | Explain how end of life care is influenced by the beliefs, religion and culture of individuals and others |
| | 2.4 | Explain the importane of support for spiritual needs at the end of life |
| | 2.5 | Explain the role of others in end of life care for an individual |
| | 2.6 | Explain why support for an individual's health and well-being may be independent of their terminal condition |
| 3. Understand the use of advance care planning in end of life care | 3.1 | Explain the purpose of advance care planning in end of life care |
| | 3.2 | Explain how to ensure the understanding and sharing of end of life and advance care plans |
| | 3.3 | Outline ethical and legal issues relevant to advance care planning |
| 4. | 4.1 | Describe a range of interventions used for the management of symptoms and pain |

| | Understand the management of symptoms and pain in end of life care | 4.2 | Explain the coordination of management of symptom and pain |
|---|---|---|---|
| | | 4.3 | Identify common signs and symptoms that indicate an individual is approaching the last days of life |
| 5. | Understand how individuals and others can be supported during end of life care | 5.1 | Explain the importance for individuals and others of sensitivity when discussing dying, death and bereavement |
| | | 5.2 | Describe networks, community groups and partnerships can be sources of support and resources to help individuals at the end of life |
| | | 5.3 | Give examples of improvement to an individual's wellbeing by factors including:<br><br>• environment<br><br>• non-medical interventions<br><br>• use of equipment and aids<br><br>• alternative therapies<br><br>• assistive technology. |
| | | 5.4 | Explain how to recognise requirements for privacy in an individual and others |
| | | 5.5 | Explain factors affecting who should communicate significant information to an individual or others |
| 6. | Understand the role of organisations, community and support services relevant to end of life care | 6.1 | Describe the role of organisations, community and support services in contributing to end of life care |
| | | 6.2 | Describe eligibility criteria and processes necessary for referral to specialist services |
| | | 6.3 | Explain the role of an advocate in end of life care |
| 7. | Understand actions which follow the death of an individual | 7.1 | Explain why knowledge of an individual's wishes for after-death care is important |
| | | 7.2 | Describe the importance of actions following a death that respect the individual's wishes and align with agreed ways of working |
| | | 7.3 | Describe how to support others immediately following an individual's death |
| 8. | Understand how to manage own feelings relating to the dying or death of individuals | 8.1 | Identify how to manage own feelings in relating to the dying or death of an individual |
| | | 8.2 | Explain the support systems available to deal with own feelings relating to an individual's dying or death |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles. | | | |

Unit 123

| Title: | Care for the elderly |
| --- | --- |
| | M/616/4079 |
| Level: | 2 |
| Credit value: | 2 |
| Guided learning hours: | 10 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand the ageing process | 1.1 | Describe changes occurring with age, to include: |
| | | | - physical |
| | | | - psychological |
| | | | - emotional |
| | | | - social |
| | | 1.2 | Outline the needs of the elderly in relation to the ageing process |
| 2. | Be able to adapt communication techniques when caring for elderly patients | 2.1 | Outline ways to minimise barriers to communication |
| | | 2.2 | Demonstrate communication techniques adapted for elderly patients |
| 3. | Understand how to care for elderly patients | 3.1 | Describe conditions affecting the elderly, to include: |
| | | | - dementia |
| | | | - Parkinson's disease |
| | | | - stroke/TIA |
| | | | - arthritis |
| | | | - osteoporosis |
| | | 3.2 | Describe how to adapt care plans for elderly patients |
| Assessment requirements: | | | |
| This unit must be assessed in line with Skills for Health Assessment Principles. | | | |

Unit 124

| Title: | Principles of supporting individuals with a learning disability regarding sexuality and sexual health<br><br>H/616/4497 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 3 | |
| Guided learning hours: | 21 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand the development of human sexuality | 1.1 | Define the terms: sexuality, sexual health, sexual orientation, and sexual expression |
| | 1.2 | Explain main sexual development milestones throughout an individual's lifespan |
| 2. Understand how the sexual development of individuals' with a learning disability can differ | 2.1 | Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability |
| | 2.2 | Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development |
| | 2.3 | Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health |
| 3. Understand the issues of sexual health and how these can be supported | 3.1 | Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being |
| | 3.2 | Identify sexual health issues that differently affect men and women |
| | 3.3 | Explain how sexual health issues can be supported within plans for healthcare |
| | 3.4 | Identify local services that exist to support sexual health for individuals |

| 4. | Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning | 4.1 | Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice |
|---|---|---|---|
| 5. | Know how to support the sexual expression of an individual with a learning disability | 5.1 | Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities |
| | | 5.2 | Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality |
| | | 5.3 | Describe different ways an individual can express themselves sexually and how individual preferences can be supported |
| | | 5.4 | Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences |

Unit 125

| Title: | Promotion of mental well-being and mental health |
| | F/616/8637 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 20 |

| Learning outcomes | | Assessment criteria | |
| --- | --- | --- | --- |
| The learner will: | | The learner can: | |
| 1. | Understand the impact of perspectives and factors on mental well-being and mental health | 1.1 | Evaluate perspectives relevant to mental wellbeing and mental health |
| | | 1.2 | Explain factors which may impact on mental well-being and mental health throughout life including:<br><br>• biological<br><br>• social<br><br>• psychological<br><br>• emotional |
| | | 1.3 | Explain how resilience in individuals and groups is influenced by risk and protective factors |
| 2. | Understand local, national or international strategies which promote mental well-being and mental health | 2.1 | Describe the main features of a local, national or international strategy which promotes mental well-being and mental health |
| | | 2.2 | Evaluate a local, national or international strategy which promotes mental well-being and mental health |
| 3. | Be able to support the promotion of mental well-being and mental health | 3.1 | Explain how their own mental well-being and mental health can be promoted by an individual |
| | | 3.2 | Promote mental wellbeing and mental health in own service |
| | | 3.3 | Implement a strategy to support an individual in promoting their own mental wellbeing and mental health |
| | | 3.4 | Support an individual in promoting their own mental well-being and mental health |
| | | 3.5 | Review the effectiveness of the strategy for supporting an individual to promote their own mental wellbeing and mental health |
| 4. | Be able to support individuals' mental well-being and mental | 4.1 | Support the development of positive relationships by an individual |

| | health by promoting social inclusion | 4.2 | Support the building of social networks by an individual |
|---|---|---|---|
| | | 4.3 | Promotes social inclusion by creating a positive environment |

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

Perspectives may include:

• nature/nurture

• medical model

• social model.

Risk factors may include:

• inequalities

• poor quality social relationships.

Protective factors may include:

• socially valued roles

• social support and contact.

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

Unit 126

| Title: | Stroke care management<br><br>Y/616/9177 | |
|---|---|---|
| Level: | 3 | |
| Credit value: | 4 | |
| Guided learning hours: | 36 | |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: | |
| 1 Understand how to support individuals to manage stroke according to legislation, policy and guidance | 1.1 | Summarise current legislation, policy and guidance related to supporting individuals with stroke |
| | 1.2 | Describe the potential implications of mental capacity for an individual following a stroke |
| 2. Understand stroke recognition | 2.1 | Describe signs and symptoms of stroke |
| | 2.2 | Identify the stages of stroke |
| | 2.3 | Describe assessment tests which identify signs and symptoms |
| | 2.4 | Describe changes that may be experienced by an individual following stroke |
| 3. Understand specific communication factors affecting individuals following stroke | 3.1 | Evaluate the effects of stroke on the brain in relation to the ability to communicate |
| | 3.2 | Describe a range of common communication methods and aids to support individuals affected by a stroke |
| | 3.3 | Explain how supported conversation techniques are used |
| | 3.4 | Describe the effects on the individual of experiencing communication difficulties |
| | 3.5 | Identify additional agencies and resources to support with communication needs |
| 4. Understand changing needs of individuals affected by stroke | 4.1 | Describe the changes in the brain of an individual affected by a stroke |
| | 4.2 | Describe the physical effects of stroke on an individual |

| | | 4.3 | Describe the cognitive effects of stroke on an individual |
|---|---|---|---|
| | | 44 | Describe the psychological and emotional effects of stroke on an individual |
| | | 4.5 | Describe the social effects of stroke on an individual |
| | | 4.6 | Explain the impact a stroke may have on nutrition |
| | | 4.7 | Describe the possible effects of stroke on sensory ability |
| | | 4.8 | Analyse the fluctuating nature of effects of stroke on an individual |
| | | 4.9 | Describe the health needs that may be associated with stroke |
| 5 | Understand how to promote an individual's recovery and independence after stroke | 5.1 | Describe how stroke impacts on daily living |
| | | 5.2 | Explain the use of daily activities to promote recovery and independence |
| | | 5.3 | Explain the importance of repetition to promote recovery |
| | | 5.4 | Identify the effects of fatigue in stroke rehabilitation |
| | | 5.5 | Evaluate how assistive technology can support stroke recovery and rehabilitation |
| | | 5.6 | Explain the importance of working in partnership with others to support care management |
| 6. | Be able to support an individual who has experienced stroke | 6.1 | Explain how an individual can be encouraged to review their lifestyle to promote their health and well-being |
| | | 6.2 | Carry out a risk assessment |
| | | 6.3 | Support personal care and daily living of an individual |
| | | 6.4 | Support an individual to participate in recovery and rehabilitation exercises and therapy |
| | | 6.5 | Monitor an individual, reporting any changes or concerns |

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

Unit 127

| Title: | Undertake research within services for adult care M/616/8505 | |
|---|---|---|
| Level: | 4 | |
| Credit value: | 8 | |
| Guided learning hours: | 50 | |
| Learning outcomes The learner will: | Assessment criteria The learner can: | |
| 1 Understand the components of a research project | 1.1 | Describe a range of research approaches and methodologies |
| | 1.2 | Explain the stages of a research project |
| | 1.3 | Describe a range of tools used to analyse data |
| 2. Be able to plan a research project within own area of practice | 2.1 | Identify a topic for a research project |
| | 2.2 | Develop aims for a research project |
| | 2.3 | Develop a research question |
| | 2.4 | Develop a research proposal |
| | 2.5 | Explain the rationale for the research methodology |
| | 2.6 | Explain why ethical issues should be considered when designing and carrying out research |
| | 2.7 | Explain ethical considerations that apply to the area of the research project |
| | 2.8 | Carry out a literature review relevant to the project |
| 3 Be able to conduct a research project in own area of practice | 3.1 | Conduct the research using identified research methods |
| | 3.2 | Record and collate data |
| 4 | 4.1 | Use data analysis methods to analyse the data |

| | | 4.2 | Draw conclusions from findings |
|---|---|---|---|
| | Be able to analyse research findings | 4.3 | Propose improvements to the research process |
| | | 4.4 | Make recommendations related to area of research |

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

| Title: | | Undertake physiological measurements |
|---|---|---|
| | | K/616/4064 |
| Level: | | 3 |
| Credit value: | | 3 |
| Guided learning hours: | | 23 |
| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: |
| 1. | Understand relevant legislation, policy and good practice for undertaking physiological | 1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice |
| 2. | Understand the physiological states that can be measured | 2.1 Explain the principles of blood pressure to include:<br><br>• blood pressure maintenance<br>• differentiation between systolic and diastolic blood pressure<br>• normal limits of blood pressure<br>• conditions of high or low blood pressure |
| | | 2.2 Explain the principles of body temperature to include:<br><br>• body temperature maintenance<br>• normal body temperature<br>• pyrexia, hyper-pyrexia and hypothermia |
| | | 2.3 Explain the principles of respiratory rates to include:<br><br>• normal respiratory rates<br>• factors affecting respiratory rates in ill and well individuals |
| | | 2.4 Explain the principles of pulse rates to include:<br><br>• normal pulse rates limits<br>• factors affecting pulse rates – raising or lowering<br>• pulse sites on the body<br>• the requirement for pulse oximetry measurements<br>• analysis and implication of pulse oximetry findings |

| | | 2.5 | Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control |
|---|---|---|---|
| | | 2.6 | Explain the major factors that influence changes in physiological measurements |
| | | 2.7 | Explain the importance of undertaking physiological measurements |
| | | 2.8 | Explain how physiological measurements may need to be adapted for the individual |
| 3. | Be able to prepare to take physiological measurements | 3.1 | Explain to the individual what measurements will be undertaken and why these are done |
| | | 3.2 | Reassure the individual during physiological measurements process |
| | | 3.3 | Answer questions and deal with concerns during physiological measurements process |
| | | 3.4 | Explain the help individuals may need before taking their physiological measurements |
| | | 3.5 | Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements |
| | | 3.6 | Ensure all materials and equipment to be used are appropriately prepared |
| | | 3.7 | Confirm the individual's identity and obtain valid consent |
| 4. | Be able to undertake physiological measurements | 4.1 | Apply standard precautions for infection prevention and control |
| | | 4.2 | Apply health and safety measures relevant to the procedure and environment |
| | | 4.3 | Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement |
| | | 4.4 | Monitor the condition of the individual throughout the measurement |
| | | 4.5 | Respond to any significant changes in the individual's condition |
| | | 4.6 | Follow the agreed process when unable to obtain or read a physiological measurement |
| | | 4.7 | Identify any issues outside own responsibility and refer these to other colleagues |
| 5. | Be able to record and report results of physiological measurements | 5.1 | Explain the necessity for recording physiological measurements |
| | | 5.2 | Explain a few common conditions which require recording of physiological measurements |

| | | 5.3 | Demonstrate the correct process for reporting measurements that fall outside the normal levels |
| --- | --- | --- | --- |
| | | 5.4 | Record physiological measurements taken accurately using the correct documentation |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Physiological measurements may need to be adapted for the individual depending on their:

- size
- age
- stage of development

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Unit 129

| Title: | Undertake personal hygiene activities with individuals F/616/4068 |
|---|---|
| Level: | 2 |
| Credit value: | 3 |
| Guided learning hours: | 24 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| 1. | Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals | 1.1 | Identify current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals |
|---|---|---|---|
| | | 1.2 | Explain the importance of complying with health and safety guidance |
| | | 1.3 | Explain the importance of using aseptic techniques |
| 2. | Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing | 2.1 | Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing |
| 3. | Be able to prepare for undertaking personal hygiene activities with individuals | 3.1 | Explain the importance of following the individual's care plan |
| | | 3.2 | Explain why resources should be prepared prior to commencing the activity |
| | | 3.3 | Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan |
| | | 3.4 | Confirm the individual's identity and gain valid consent |
| | | 3.5 | Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual |

| 4. | Be able to undertake personal hygiene activities with individuals | 4.1 | Apply health and safety measures relevant to the procedure and environment |
|---|---|---|---|
| | | 4.2 | Apply standard precautions for infection control |
| | | 4.3 | Carry out personal hygiene activities in accordance with the individual's care plan |
| | | 4.4 | Ensure that the individual's privacy and dignity is maintained |
| | | 4.5 | Observe the individual while providing support and reassurance and address any concerns |
| | | 4.6 | Describe action to take in response to adverse reactions |
| 5. | Be able to record and report the outcome of the personal hygiene activity | 5.1 | Record the outcome of the personal hygiene activity |
| | | 5.2 | Report the outcomes of the activity to a member of the care team in line with local policy |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

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

Unit 130

| Title: | Obtain venous blood samples |
| | L/616/4073 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 24 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples | 1.1 | Summarise current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples |
| 2. | Understand the anatomy and physiology relating to obtaining venous blood samples | 2.1 | Describe the structure of venous blood vessels |
| | | 2.2 | Explain blood clotting processes and the factors that influence blood clotting |
| | | 2.3 | Describe the position of venous blood vessels in relation to arteries, nerves and other structures |
| 3. | Be able to prepare to obtain venous blood samples | 3.1 | Confirm the **individual**'s identity and obtain **valid consent** |
| | | 3.2 | Communicate with the individual in a manner which:<br><br>• is appropriate to their communication needs and abilities<br><br>• provides relevant information<br><br>• provides support and reassurance<br><br>• addresses needs and concerns<br><br>• is respectful of personal beliefs and **preferences** |
| | | 3.3 | Select and prepare appropriate equipment for obtaining the venous blood sample |
| | | 3.4 | Select and prepare an appropriate site taking into account the individual's age, needs and preferences |
| 4. | Be able to obtain venous blood samples | 4.1 | Apply health and safety measures relevant to the procedure and environment |
| | | 4.2 | Apply standard precautions for infection control |
| | | 4.3 | Obtain the venous blood sample, to include: |

| | | | |
|---|---|---|---|
| | | | • utilisation of blood collection equipment |
| | | | • utilisation of containers |
| | | | • required volume of blood |
| | | | • correct sequence when obtaining multiple samples |
| | | | • application and use of tourniquets at appropriate stages |
| | | | • stimulation of blood flow or selection of alternative site where necessary |
| | | | • utilisation of anti-coagulant with sample when necessary |
| | | 4.4 | Respond to indications of adverse reactions or complications during the procedure |
| | | 4.5 | Explain the procedure to manage an arterial puncture |
| | | 4.6 | Terminate the blood collection procedure to include: • Removal of blood collection equipment • Stopping blood flow • Stopping bleeding • Application of suitable dressing • Personal care advice to the individual |
| 5. | Be able to prepare venous blood samples for transportation | 5.1 | Label, package, transport and store blood samples |

Assessment requirements:

This unit should be assessed in line with Skills for Health Assessment Principles.

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner
**Valid consent** must be in line with agreed UK country definition
**Preferences** may be based on:
- Beliefs
- Values
- Culture

Unit 131

| Title: | Obtain and test capillary blood samples<br><br>J/616/4072 |
|---|---|
| Level: | 3 |
| Credit value: | 4 |
| Guided learning hours: | 30 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | Learning outcomes<br>The learner will: | | Assessment criteria<br>The learner can: |
|---|---|---|---|
| 1. | Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples | 1.1 | Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples |
| 2. | Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples | 2.1 | Describe the structure and purpose of capillary blood vessels |
| | | 2.2 | Explain blood clotting processes and the factors that influence blood clotting |
| 3. | Be able to prepare to obtain capillary blood samples | 3.1 | Confirm the individual's identity and obtain valid consent |
| | | 3.2 | Select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences and age |
| | | 3.3 | Provide support and reassurance to address the individual's needs and concerns |
| | | 3.4 | Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences |
| 4. | Be able to obtain capillary blood samples | 4.1 | Apply health and safety measures relevant to the procedure and environment |
| | | 4.2 | Apply standard precautions for infection prevention and control |
| | | 4.3 | Describe the different reasons for obtaining capillary blood samples |
| | | 4.4 | Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual |

| | | 4.5 | Use the selected materials, equipment and containers/slides in accordance with agreed procedures |
|---|---|---|---|
| | | 4.6 | Obtain blood samples in the correct sequence when obtaining multiple samples |
| | | 4.7 | Ensure stimulation of blood flow |
| | | 4.8 | Select alternative sites where necessary |
| | | 4.9 | Carry out the correct procedure for encouraging closure and blood clotting at the site |
| | | 4.10 | Respond to any indication of an adverse reaction, complication or problem during the procedure |
| | | 4.11 | Explain the correct process for labelling and other protocols in relation to blood samples |
| | | 4.12 | Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications |
| 5. | Be able to test and record the results of blood samples | 5.1 | Test the sample using the approved method in line with organisational procedure |
| | | 5.2 | Describe normal or expected results for particular tests |
| | | 5.3 | Recognise and interpret normal, expected and abnormal results |
| | | 5.4 | Ensure that results are passed on to an appropriate staff member for interpretation as required |
| | | 5.5 | Record results fully and accurately and forward according to local requirements |
| 6. | Be able to pass on the results of blood samples | 6.1 | Communicate the results of the tests and any further action required to the individual |
| | | 6.2 | Respond to questions and concerns from individuals, providing accurate information |
| | | 6.3 | Refer issues outside own responsibility to an appropriate staff member |

Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit 132

| Title: | Understand the administration of medication |
|--------|---------------------------------------------|
|        | J/616/8638 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 24 |

| Learning outcomes | | Assessment criteria | |
|-------------------|--|---------------------|--|
| The learner will: | | The learner can: | |
| 1. | Understand the current legislation, guidelines and policies relevant to the administration of medication | 1.1 | Identify the current national legislation and guidelines relevant to the administration of medication. |
| | | 1.2 | Outline the organisational policies for the management and administration of medication |
| | | 1.3 | Outline the legislation surrounding medicine specific and patient specific directives |
| 2. | Understand the roles and responsibilities involved in the administration of medication. | 2.1 | Describe the responsibilities and accountability in relation to the administration of medication. |
| | | 2.2 | Explain the importance of working within organisational policies and procedures in relation to the administration of medication. |
| | | 2.3 | Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence |
| 3. | Understand the requirements and procedures for the administration of medication. | 3.1 | Explain the purpose and significance of the information which should be provided on the label of a medication. |
| | | 3.2 | Describe the different routes for the administration of medication |
| | | 3.3 | Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility |
| | | 3.4 | Describe the various aids which can be used to help **individuals** take their medication |
| | | 3.5 | Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice. |
| | | 3.6 | Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice |
| 4. | | 4.1 | Explain the importance of identifying the individual for whom the medications are prescribed. |

| | Understand the requirements and procedures for ensuring an individual's safety | 4.2 | Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it |
|---|---|---|---|
| 5. | Be able to contribute to the management of medications and administration records. | 5.1 | Explain the importance of keeping accurate and up-to-date records of the administration of medication. |
| | | 5.2 | Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely. |
| | | 5.3 | Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage. |
| | | 5.4 | Maintain the confidentiality of information relating to the individual at all times. |
| | | 5.5 | Check the stock level of medications and take action to obtain new stocks when required. |

Assessment requirements: This unit must be assessed in line with Skills for Health's Assessment Principles.

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

| Title: | Lead learning and development in adult care services |
|---|---|
| | F/616/8508 |
| Level: | 4 |
| Credit value: | 4 |
| Guided learning hours: | 26 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1. | Understand the importance of learning and development for continued safe practice | 1.1 | Summarise regulations, policies and codes of practice relevant to professional development. |
| | | 1.2 | Explain the **role** of learning and development in maintaining safe practice |
| | | 1.3 | Describe available **sources of support** for learning and development activities |
| 2. | Understand principles of learning and development relevant to adult care | 2.1 | Explain **approaches** to adult learning relevant to adult care |
| | | 2.2 | Explain **models** of reflective practice |
| 3. | Be able to plan learning and development | 3.1 | Contribute to the development of professional development strategies, policies and procedures |
| | | 3.2 | Carry out an analysis of training needs |
| | | 3.3 | Create a learning and development plan, with **others** which includes organisational requirements and identified workforce development needs |
| | | 3.4 | Contribute to selecting and contracting learning and development support to deliver the agreed plan |
| 4. | Be able to implement planned learning and development | 4.1 | Facilitate participation in learning and development opportunities |
| | | 4.2 | Support others to participate in learning and development activities |
| | | 4.3 | Maintain records of learning and development activities |
| 5. | Be able to evaluate the effectiveness of learning and development plans | 5.1 | Contribute to quality assurance of planned learning and development activities |
| | | 5.2 | Review the outcomes of planned learning and development. |
| | | 5.3 | Make recommendations for improvements to learning and development provision |
| Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles. | | | |

**Role** may include:

- improved job satisfaction
- improved staff retention
- self- improvement
- culture development
- improved practice
- stress management
- preparing for change
- career and succession planning
- performance management
- achieving positive outcomes
- maintenance and update of skills

**Sources of support** may include:

- formal professional development
- informal professional development
- feedback from others
- appraisal and supervision
- mentoring and coaching
- sharing of best practice
- peer-to-peer learning.

**Approaches** may include:

- learning styles
- four approaches to learning
- motivation to learn
- learning empowerment
- learning curves and plateaux
- experiential learning
- situated learning
- cognitive dissonance.

**Models** may include:

- Honey and Mumford (1986)
- Schon (1983)
- Kolb (1984)
- Gibbs (1988).

**Others** may include:

- team members
- other colleagues

- those who use or commission their own health or social care services

- families, carers and advocates.

Unit 134

| Title: | Mentoring in adult care services |
| | J/616/8509 |
| Level: | 4 |
| Credit value: | 4 |
| Guided learning hours: | 30 |
| Learning outcomes<br><br> The learner will: | Assessment criteria<br><br>The learner can: | |
| 1. Understand own role and responsibilities in relation to mentoring in adult care | 1.1 | Evaluate models for mentoring |
| | 1.2 | Explain the role of a mentor in adult care |
| | 1.3 | Analyse the skills and qualities required of a mentor |
| | 1.4 | Analyse how own values, behaviours, attitudes and emotional awareness can impact on performance of a mentoring role |
| | 1.5 | Explain why it is important for a mentor to establish:<br><br>- ground rules<br>- boundaries<br>- responsibilities and autonomy of mentee |
| | 1.6 | Explain the importance of ethical and professional standards when working as a mentor |
| | 1.7 | Explain sources of support to deal with issues which are outside of own expertise and authority |
| 2. Understand how mentoring is used in adult care settings | 2.1 | Explain legal and organisational requirements relating to mentoring |
| | 2.2 | Evaluate the benefits of mentoring to the organisation |
| | 2.3 | Evaluate the benefits of mentoring on the learning and development of the mentee |
| 3. Understand techniques used establish a mentoring relationship | 3.1 | Analyse techniques for mentoring |
| | 3.2 | Explain the communication techniques used in mentoring |
| | 3.3 | Analyse the role of confidentiality in mentoring relationships |
| 4. Be able to agree goals and outcomes with the mentee | 4.1 | Develop a mentoring agreement with a mentee to include:<br><br>- goals and outcomes<br>- ground rules<br>- boundaries<br>- responsibilities |

| | | | - autonomy of mentee |
|---|---|---|---|
| | | 4.2 | Agree how interactions and progress will be recorded to support information sharing |
| 5. | Be able to mentor in adult care | 5.1 | Plan mentoring activities to meet identified goals and outcomes |
| | | 5.2 | Establish and maintain a working relationship with the mentee using mentoring techniques |
| | | 5.3 | Develop the mentoring relationship using communication techniques |
| | | 5.4 | Provide feedback to the mentee |
| 6. | Be able to review, with the mentee, their progress and achievements | 6.1 | Review progress with mentees, placing responsibility on the mentee to clarify their own goals and facilitate their achievement |
| | | 6.2 | Review strategies used to motivate mentees |
| | | 6.3 | Agree further mentoring support following the review |
| | | 6.4 | Encourage mentees to give reflective feedback on the mentoring process |
| | | 6.5 | Use reflective feedback from mentees to evaluate own mentoring practice and identify areas for development |
| Assessment requirements: Learning outcomes 4, 5, and 6 must be assessed in the work setting. | | | |

| Title: | | Contribute to maintaining quality in adult care<br>L/616/8639 | |
|---|---|---|---|
| Level: | | 3 | |
| Credit value: | | 3 | |
| Guided learning hours: | | 25 | |
| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
| 1. | Understand quality standards relevant to adult care | 1.1 | Explain the regulation of adult care services |
| | | 1.2 | Describe **quality standards** relevant to adult care services |
| | | 1.3 | Describe **initiatives** for the improvement of outcomes for **individual**s |
| | | 1.4 | Explain why continuous service improvement is important |
| | | 1.5 | Explain how service provision is affected by quality standards not being met |
| 2. | Understand factors that have an impact on the quality of service delivery | 2.1 | Explain **factors** that may have an impact on the quality of service delivery |
| | | 2.2 | Explain the impact on the quality of service delivery of the availability of **resources** |
| | | 2.3 | Explain how resources are managed to deliver safe and effective care |
| | | 2.4 | Explain how formal and informal feedback on the quality of service delivery can be obtained |
| | | 2.5 | Explain how quality standards are informed by feedback |
| 3. | Understand methods and systems used in quality assurance of adult care | 3.1 | Describe the quality assurance cycle |
| | | 3.2 | Describe internal and external methods used to monitor quality standards |
| | | 3.3 | Explain how benchmarking and audit are used in quality assurance |
| 4. | Understand own role and responsibilities in ensuring compliance with quality standards | 4.1 | Explain the role of accountability in meeting quality standards |
| | | 4.2 | Explain own role and responsibilities in leading and supporting others to ensure compliance with regulation |
| | | 4.3 | Explain how to access support relevant to meeting quality standards |

| 5. | Be able to contribute to the ongoing implementation of quality standards | 5.1 | Assess own performance in meeting quality standards using **feedback** from **others** |
| | | 5.2 | Support others in meeting quality standards |
| | | 5.3 | Record and report any concerns that may compromise compliance with quality standards |
| | | 5.4 | Suggest ways in which performance in meeting quality standards can be improved |

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

**Quality standards** may include:

• Care Quality Commission Fundamental Standards

• National Institute for Care and Health Excellence (NICE)

• Adult Autism Strategy

• Investors in People

**Initiative**s may include:

• Dementia Strategy

• Dignity in Care

• Adult Autism Strategy

 • National Service Frameworks (NSF)

• Skills for Care Common Core Principles.

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

**Factors** may include:

• staff ratios and workforce planning

• staff training

• funding and resources issues

 • leadership and governance

• staff conduct.

**Resources** may include:

• human

• financial

• physical resources.

**Feedbac**k may include:

• informal or informal

• including performance indicators

• internal or external audit (including inspection reports)

• formal and informal feedback from individuals and their families, the workforce, stakeholders and other professionals

- analysis of complaints

- medication reviews

- safeguarding reviews

- benchmarking against organisational and national standards.

**Others** may include:

- team members

- other colleagues

- those who use or commission their own health or social care service

- families, carers and advocates

| Title: | Resource management in adult care D/616/4479 |
|---|---|
| Level: | 4 |
| Credit value: | 3 |
| Guided learning hours: | 25 |

| Learning outcomes<br><br>The learner will: | | Assessment criteria<br><br>The learner can: | |
|---|---|---|---|
| 1 | Understand the principles of effective resource management | 1.1 | Explain the meaning of sustainability in terms of resource management in adult care |
| | | 1.2 | Describe legislative and regulatory requirements which impact resource planning and management in relation to:<br><br>- financial resources<br>- physical resources<br>- human resources |
| | | 1.3 | Analyse factors which affect planning and prioritising resources |
| | | 1.4 | Describe methods used for accurate forecasting for resource requirements |
| | | 1.5 | Explain the commissioning and procurement of resources |
| | | 1.6 | Explain how operational planning and resource management are related |
| 2 | Contribute to planning and securing resources | 2.1 | Explain own responsibility and accountability in identifying and securing resources |
| | | 2.2 | Identify planned activities and agree associated resource requirements with others |
| | | 2.3 | Devise a business case for the procurement of resources |
| 3. | | 3.1 | Explain own responsibility and accountability in |

| | Monitor and review quality and use of resources in own area of responsibility | | maintaining and reviewing resources |
|---|---|---|---|
| | | 3.2 | Review quality of resources compared to specification |
| | | 3.3 | Evaluate effectiveness and efficiency of resource use |
| | | 3.4 | Recommend improvements to the effectiveness and efficiency of use of resources |
| Assessment requirements: This unit must be assessed in line with Skills for Care and Development Assessment Principles. | | | |

Unit 137

| Title: | Lead a team |
| --- | --- |
| | F/616/8640 |
| Level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 25 |
| Learning outcomes<br><br>The learner will: | Assessment criteria<br><br>The learner can: |

| | | | |
| --- | --- | --- | --- |
| 1. | Understand working in a team | 1.1 | Describe the **purpose** of working in a team |
| | | 1.2 | Outline models of team development |
| | | 1.3 | Explain **principle**s on which team working is based |
| | | 1.4 | Explain the impact on team working of the organisation's values |
| | | 1.5 | Explain the impact of team working on:<br><br>- **individuals**<br>- team members<br>- the organisation |
| 2. | Be able to lead a team | 2.1 | Describe how to engage with and support team members |
| | | 2.2 | Develop team goals and objectives with **others** |
| | | 2.3 | Explain own roles, responsibilities and professional boundaries |
| | | 2.4 | Explain the roles, responsibilities and professional boundaries of team members |
| | | 2.5 | Support team members in working towards team goals and objectives |
| | | 2.6 | Give and receive constructive feedback |
| | | 2.7 | Use others as a source of support and advice |
| 3. | Be able to review the effectiveness of a team | 3.1 | Reflect on own performance as a team member |
| | | 3.2 | Review the performance of the team in achieving or working towards goals and objectives |
| | | 3.3 | Work with the team in the development of continuous improvement |

Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles

**Purpose** may include:

- development of trust

- accountability

- duty of care

- meeting organisational, team and personal objectives

- safe and effective working practices

- staff support and development.

**Principles** may include:

- clear and shared objectives

- clearly defined roles, responsibilities and expectations

- trust and accountability

- confidentiality

- effective communication

- conflict resolution

- performance management

- inclusive and consultative

- innovation and creativity

- balance of knowledge, skills and attributes.

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**Others** may include:

- team members

- other colleagues

- those who use or commission their own health or social care services

- families, carers and advocates.