

Level 2 Diploma in Health and Social Care (Adults) for England (4222-21)

Qualification handbook for centres
501/1306/9

www.cityandguilds.com
January 2011
Version 1.0

DRAFT

DRAFT

About City & Guilds

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

City & Guilds Group

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

Equal opportunities

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

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (which can be found on our website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

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

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

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

centresupport@cityandguilds.com

Level 2 Diploma in Health and Social Care (Adults) for England (4222-21)

Qualification handbook for centres

| Related Qualifications | Number | QAN |
|--|---------------|------------|
| Level 3 Diploma in Health & Social Care (Adults) for England | 4222-31 | 501/1194/2 |
| Level 2 Diploma in Health & Social Care (Adults) for Wales and Northern Ireland | 4222-22 | 501/1260/0 |
| Level 3 in Health and Social Care (Adults) for Wales and Northern Ireland | 4222-32 | 501/1200/4 |
| Level 3 in Health and Social Care (Children and Young People) for Wales and Northern Ireland | 4222-33 | 501/1201/6 |

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Contents

| | | |
|----------------------|---|-----------|
| 1 | Introduction to the qualification | 7 |
| 1.1 | Qualification structure | 8 |
| 2 | Centre requirements | 18 |
| 2.1 | Centre approval | 18 |
| 2.2 | Role requirements | 18 |
| 2.3 | Candidate entry requirements | 20 |
| 2.4 | Assessment decisions | 20 |
| 3 | Course design and delivery | 22 |
| 3.1 | Initial assessment and induction | 22 |
| 3.2 | Recommended delivery strategies | 22 |
| 4 | Assessment | 23 |
| 4.1 | Summary of assessment methods | 23 |
| 4.2 | Observation requirements | 23 |
| 4.3 | Additional assessment methods or evidence sources | 23 |
| 4.4 | Assignments | 24 |
| 4.5 | Evidence requirements | 24 |
| 4.6 | Recording forms | 25 |
| 4.7 | Recognition of prior learning (RPL) | 25 |
| 5 | Units | 27 |
| Unit SHC 21 | Introduction to communication in health, social care or children's and young people's settings | 28 |
| Unit SHC 22 | Introduction to personal development in health, social care or children's and young people's settings | 31 |
| Unit SHC 23 | Introduction to equality and inclusion in health, social care or children's and young people's settings | 34 |
| Unit SHC 24 | Introduction to duty of care in health, social care or children's and young people's settings | 36 |
| Unit HSC 024 | Principles of safeguarding and protection in health and social care | 38 |
| Unit HSC 025 | The role of the health and social care worker | 42 |
| Unit HSC 026 | Implement person centred approaches in health and social care | 45 |
| Unit HSC 027 | Contribute to health and safety in health and social care | 49 |
| Unit HSC 028 | Handle information in health and social care settings | 53 |
| Unit ADVO 301 | Purpose and principles of independent advocacy | 56 |
| Unit CMH 301 | Understand mental well-being and mental health promotion | 59 |
| Unit CMH 302 | Understand mental health problems | 62 |
| Unit DEM 201 | Dementia awareness | 65 |
| Unit DEM 202 | The person centred approach to the care and support of the individual with dementia | 68 |
| Unit DEM 205 | Understand the factors that can influence communication and interaction with individuals who have dementia | 72 |

| | | |
|----------------------|---|------------|
| Unit DEM 207 | Understand equality, diversity and inclusion in dementia care | 75 |
| Unit DEM 305 | Understand the administration of medication to individuals with dementia using a person centred approach | 78 |
| Unit DEM 308 | Understand the role of communication and interactions with individuals who have dementia | 81 |
| Unit DEM 310 | Understand the diversity of individuals with dementia and the importance of inclusion | 85 |
| Unit HSC 3046 | Introduction to personalisation in social care | 88 |
| Unit ICO1 | The principles of infection prevention and control | 91 |
| Unit ICO2 | Causes and spread of infection | 94 |
| Unit ICO3 | Cleaning, decontamination and waste management | 96 |
| Unit LD 201 | Understand the context of supporting individuals with learning disabilities | 98 |
| Unit LD 205 | Principles of positive risk taking for individuals with disabilities | 102 |
| Unit LD 206 | Principles of supporting an individual to maintain personal hygiene | 106 |
| Unit LD 208K | Principles of supporting individuals with a learning disability to access healthcare | 109 |
| Unit LD 210 | Introductory awareness of autistic spectrum conditions | 113 |
| Unit LD 307 | Principles of supporting individuals with a learning disability regarding sexuality and sexual health | 117 |
| Unit LD 311K | Principles of supporting young people with a disability to make the transition into adulthood | 121 |
| Unit LD 314K | Principles of self-directed support | 125 |
| Unit PD OP2.1 | Understand physical disability | 129 |
| Unit PD OP2.3 | Understand the impact of Acquired Brain Injury on individuals | 132 |
| Unit SS MU2.1 | Introductory awareness of sensory loss | 136 |
| Unit SS OP2.1 | Introductory awareness of models of disability | 139 |
| Unit ASM 34 | Administer medication to individuals, and monitor the effects | 141 |
| Unit DEM 204 | Understand and implement a person centred approach to the care and support of individuals with dementia | 144 |
| Unit DEM 209 | Equality, diversity and inclusion in dementia care practice | 147 |
| Unit DEM 210 | Understand and enable interaction and communication with individuals with dementia | 150 |
| Unit DEM 211 | Approaches to enable rights and choices for individuals with dementia whilst minimising risks | 153 |
| Unit DEM 302 | Understand and meet the nutritional requirements of individuals with dementia | 157 |
| Unit DEM 304 | Enable rights and choices of individuals with dementia whilst minimising risks | 160 |
| Unit DEM 312 | Understand and enable positive interaction and communication with individuals who have dementia | 164 |
| Unit DEM 313 | Equality, diversity and inclusion in dementia care practice | 168 |
| Unit HSC 2001 | Provide support for therapy sessions | 171 |
| Unit HSC 2002 | Provide support for mobility | 174 |
| Unit HSC 2003 | Provide support to manage pain and discomfort | 177 |
| Unit HSC 2004 | Contribute to monitoring the health of individuals affected by health conditions | 180 |

| | | |
|----------------------|--|------------|
| Unit HSC 2005 | Support individuals to carry out their own health care procedures | 183 |
| Unit HSC 2006 | Support participation in learning and development activities | 186 |
| Unit HSC 2007 | Support independence in the tasks of daily living | 190 |
| Unit HSC 2008 | Provide support for journeys | 194 |
| Unit HSC 2010 | Provide support for leisure activities | 197 |
| Unit HSC 2011 | Support individuals to access and use information about services and facilities | 200 |
| Unit HSC 2012 | Support individuals who are distressed | 203 |
| Unit HSC 2013 | Support care plan activities | 206 |
| Unit HSC 2014 | Support individuals to eat and drink | 209 |
| Unit HSC 2015 | Support individuals to meet personal care needs | 213 |
| Unit HSC 2016 | Support individuals to manage continence | 217 |
| Unit HSC 2017 | Provide agreed support for foot care | 220 |
| Unit HSC 2019 | Gain access to the homes of individuals, deal with emergencies and ensure security on departure | 223 |
| Unit HSC 2022 | Contribute to the care of a deceased person | 227 |
| Unit HSC 2023 | Contribute to supporting group care activities | 231 |
| Unit HSC 2024 | Undertake agreed pressure area care | 234 |
| Unit HSC 2025 | Support individuals undergoing healthcare activities | 238 |
| Unit HSC 2026 | Obtain and test capillary blood samples | 242 |
| Unit HSC 2027 | Obtain and test specimens from individuals | 246 |
| Unit HSC 2028 | Move and position individuals in accordance with their plan of care | 250 |
| Unit HSC 2029 | Meet food safety requirements when providing food and drink for individuals | 254 |
| Unit HSC 2030 | Provide support for sleep | 258 |
| Unit HSC 2031 | Contribute to support of positive risk-taking for individuals | 261 |
| Unit HSC 3019 | Support individuals in their relationships | 265 |
| Unit HSC 3020 | Facilitate person centred assessment, planning, implementation and review | 268 |
| Unit HSC 3022 | Support individuals to live at home | 272 |
| Unit HSC 3029 | Support individuals with specific communication needs | 276 |
| Unit HSC 3035 | Support individuals who are bereaved | 280 |
| Unit HSC 3038 | Work in partnership with families to support individuals | 284 |
| Unit HSC 3045 | Promote positive behaviour | 288 |
| Unit HSC 3047 | Support use of medication in social care settings | 292 |
| Unit HSC 3048 | Support individuals at the end of life | 296 |
| Unit HSC 3049 | Prepare environments and resources for use during healthcare activities | 301 |
| Unit HSC 3050 | Prepare for and carry out extended feeding techniques | 303 |
| Unit L2EFAW | Emergency first aid skills | 307 |
| Unit LD 202 | Support person-centred thinking and planning | 310 |
| Unit LD 203 | Provide active support | 314 |
| Unit LD 206C | Support individuals to maintain personal hygiene | 317 |
| Unit LD 208C | Contribute to supporting individuals with a learning disability to access healthcare | 320 |

| | | |
|----------------------|---|------------|
| Unit LD 311C | Support young people with a disability to make the transition into adulthood | 324 |
| Unit LD 312 | Support parents with disabilities | 328 |
| Unit LD 314C | Support individuals with self-directed support | 332 |
| Unit PD OP2.2 | Work with other professionals and agencies to support individuals with a physical disability | 336 |
| Unit PD OP2.4 | Support families of individuals with acquired brain injury | 339 |
| Unit SS OP2.2 | Support effective communication with individuals with a sensory loss | 343 |
| Unit SS OP2.3 | Contribute to the support of individuals with multiple conditions and/or disabilities | 346 |
| Unit SS OP2.4 | Contribute to supporting individuals in the use of assistive technology | 349 |
| Unit SS OP2.5 | Support individuals to negotiate environments | 351 |
| Appendix 1 | Sources of general information | 354 |

1 Introduction to the qualification

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

| | |
|---|---|
| Qualification title and level | Level 2 Diploma in Health and Social Care (Adults) for England |
| City & Guilds qualification number | 4222-21 |
| Qualification accreditation number | 501/1306/9 |
| Last registration date | 31/01/2015 |
| Last certification date | 31/01/2017 |

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

- Care assistants/support workers/key workers in residential settings
- Healthcare assistants / support workers in community and primary care environments
- Healthcare assistants / support workers in acute health environments
- Care assistants/support workers/key workers in domiciliary services
- Care assistants/support workers/key workers in day services
- Support workers in supported living projects
- Community-based care assistants/ support workers/key workers, including those working in specialist areas eg dementia, learning disabilities
- Personal assistants employed directly by the individual they support or their families
- Emerging new types of workers and multidisciplinary health roles crossing traditional service barriers and delivery models.

It is anticipated that learners will progress to the Level 3 Diploma in Health and Social Care (Adults) for England (QCF), or to specialist qualifications reflecting the context in which they work .

1.1 Qualification structure

To achieve the Level 2 Diploma in Health and Social Care (Adults) for England (4222-21), Learners must achieve a minimum of 46 credits .

To do this they must achieve:

Generic Pathway

- 24 credits from the mandatory units in Group A
- a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B
- at least 15 credits from the optional units in Group C

Dementia Pathway

- 24 credits from the mandatory units in Group A
- a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B but must complete : DEM 201 Dementia Awareness
- at least 15 credits from the optional units in Group C but one of the following must be completed: DEM 204, DEM,209, DEM 210 or DEM 211

Adults with Learning Disabilities Pathway

- 24 credits from the mandatory units in Group A
- a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B but must complete : LD 201 Understand the context of supporting and individual with learning disabilities
- at least 15 credits from the optional units in Group C but one of the following must be completed: LD 202, LD 203.

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and/or credits. It also shows any excluded combination of units.

| Unit accreditation number | City & Guilds unit number | Unit title | Mandatory/ optional for full qualification | Credit value | Excluded combination of units |
|---------------------------|---------------------------|---|--|--------------|-------------------------------|
| F/601/5465 | Unit SHC 21 | Introduction to communication in health, social care or children's and young people's settings | Mandatory Group A | 3 | |
| L/601/5470 | Unit SHC 22 | Introduction to personal development in health, social care or children's and young people's settings | Mandatory Group A | 3 | |
| R/601/5471 | Unit SHC 23 | Introduction to equality and inclusion in health, social care or children's and | Mandatory Group A | 2 | |

| | | | | | |
|------------|--------------|---|-------------------|---|---|
| | | young people's settings | | | |
| H/601/5474 | Unit SHC 24 | Introduction to duty of care in health, social care or children's and young people's settings | Mandatory Group A | 1 | |
| A/601/8574 | Unit HSC 024 | Principles of safeguarding and protection in health and social care | Mandatory Group A | 3 | |
| J/601/8576 | Unit HSC 025 | The role of the health and social care worker | Mandatory Group A | 2 | |
| A/601/8140 | Unit HSC 026 | Implement person centred approaches in health and social care | Mandatory Group A | 5 | |
| R/601/8922 | Unit HSC 027 | Contribute to health and safety in health and social care | Mandatory Group A | 4 | |
| J/601/8142 | Unit HSC 028 | Handle information in health and social care settings | Mandatory Group A | 1 | |
| M/502/3146 | ADVO 301 | Purpose and principles of Independent Advocacy | Optional Group B | 4 | |
| F/602/0097 | CMH 301 | Understand mental well-being and mental health promotion | Optional Group B | 3 | |
| J/602/0103 | CMH 302 | Understand mental health problems | Optional Group B | 3 | |
| J/601/2874 | DEM 201 | Dementia Awareness | Optional Group B | 2 | |
| H/601/2879 | DEM 202 | The person centred approach to the care and support of individuals with dementia | Optional Group B | 2 | Barred unit: DEM 204 - F/601/3683 |

| | | | | | |
|------------|----------|--|------------------|---|---|
| T/601/9416 | DEM 205 | Understand the factors that can influence communication and interaction with individuals who have dementia | Optional Group B | 2 | Barred unit: DEM 312 - Y/601/4693 Barred unit: DEM 210 - A/601/9434 - Barred unit: DEM 308 L/601/3539 - |
| A/601/2886 | DEM 207 | Understand equality, diversity and inclusion in dementia care | Optional Group B | 2 | Barred unit: DEM 313 - F/601/4686 Barred unit: DEM 209 - Y/601/9277 Barred unit: DEM 310 - Y/601/3544 |
| K/601/9199 | DEM 305 | Understand the administration of medication to individuals with dementia using a person centred approach | Optional Group B | 2 | |
| L/601/3539 | DEM 308 | Understand the role of communication and interactions with individuals who have dementia | Optional Group B | 3 | Barred unit: DEM 205 - T/601/9416 Barred unit: DEM 210 - A/601/9434 Barred unit: DEM 312 - Y/601/4693 |
| Y/601/3544 | DEM 310 | Understand the diversity of individuals with dementia and the importance of inclusion | Optional Group B | 3 | Barred unit: DEM 207 - A/601/2886 Barred unit: DEM 209 - Y/601/9277 Barred unit: DEM 313 - F/601/4686 |
| K/601/9493 | HSC 3046 | Introduction to personalisation in social care | Optional Group B | 3 | |
| L/501/6737 | ICO1 | The principles of Infection Prevention and Control | Optional Group B | 3 | |

| | | | | | |
|------------|----------|---|------------------|---|--|
| H/501/7103 | ICO2 | Causes and Spread of Infection | Optional Group B | 2 | |
| R/501/6738 | ICO3 | Cleaning, Decontamination and Waste Management | Optional Group B | 2 | |
| K/601/5315 | LD 201 | Understand the context of supporting individuals with learning disabilities | Optional Group B | 2 | |
| K/601/6285 | LD 205 | Principles of positive risk taking for individuals with disabilities | Optional Group B | 2 | Barred unit: HSC 2031 - A/601/9546 |
| H/601/5703 | LD 206 | Principles of supporting an individual to maintain personal hygiene | Optional Group B | 1 | |
| T/601/8654 | LD 208K | Principles of supporting individuals with a learning disability to access healthcare | Optional Group B | 3 | |
| M/601/5316 | LD 210 | Introductory awareness of Autistic Spectrum Conditions | Optional Group B | 2 | |
| A/601/6274 | LD 307 | Principles of supporting individuals with a learning disability regarding sexuality and sexual health | Optional Group B | 3 | |
| M/601/7227 | LD 311K | Principles of supporting young people with a disability to make the transition into adulthood | Optional Group B | 3 | Barred unit: LD 311C - F/602/0049 |
| M/601/7048 | LD 314K | Principles of self-directed support | Optional Group B | 3 | |
| L/601/6117 | PD OP2.1 | Understand Physical Disability | Optional Group B | 2 | |
| J/601/5824 | PD OP2.3 | Understand the impact of Acquired Brain Injury on individuals | Optional Group B | 3 | |

| | | | | | |
|------------|----------|---|------------------|---|---|
| F/601/3442 | SS MU2.1 | Introductory awareness of sensory loss | Optional Group B | 2 | |
| L/601/6117 | SS OP2.1 | Understand Physical Disability | Optional Group B | 2 | |
| Y/501/0598 | ASM 34 | Administer medication to individuals, and monitor the effects | Optional Group C | 5 | Barred unit: HSC 3047 F/601/4056 |
| F/601/3683 | DEM 204 | Understand and implement a person centred approach to the care and support of individuals with dementia | Optional Group C | 3 | Barred unit: DEM 202 - H/601/2879 |
| Y/601/9277 | DEM 209 | Equality, diversity and inclusion in dementia care practice | Optional Group C | 3 | Barred unit: DEM 313 - F/601/4686 Barred unit: DEM 207 - A/601/2886 Barred unit: DEM 310 - Y/601/3544 |
| Y/601/4693 | DEM 312 | Understand and enable interaction and communication with individuals who have dementia | Optional Group C | 3 | Barred unit: DEM 210 A/601/9434 Barred unit: DEM 205 - T/601/9416 Barred unit: DEM 308 - L/601/3539 |
| H/601/9282 | DEM 211 | Approaches to enable rights and choices for individuals with dementia whilst minimising risks | Optional Group C | 3 | Barred unit: DEM 304 - A/601/9191 |
| T/601/9187 | DEM 302 | Understand and meet the nutritional requirements of individuals with dementia | Optional Group C | 3 | |
| A/601/9191 | DEM 304 | Enable rights and choices of individuals with dementia whilst minimising risks | Optional Group C | 4 | Barred unit: DEM 211 - H/601/9282 |

| | | | | | |
|------------|----------|--|------------------|---|---|
| Y/601/4693 | DEM 312 | Understand and enable interaction and communication with individuals who have dementia | Optional Group C | 4 | Barred unit: DEM 210 - A/601/9434 Barred unit: DEM 205 - T/601/9416 Barred unit: DEM 308 - L/601/3539 |
| F/601/4686 | DEM 313 | Equality, diversity and inclusion in dementia care practice | Optional Group C | 4 | Barred unit: DEM 209 - Y/601/9277 Barred unit: DEM 207 - A/601/2886 Barred unit: DEM 310 - Y/601/3544 |
| D/601/9023 | HSC 2001 | Provide support for therapy sessions | Optional Group C | 2 | |
| H/601/9024 | HSC 2002 | Provide support for mobility | Optional Group C | 2 | |
| K/601/9025 | HSC 2003 | Provide support to manage pain and discomfort | Optional Group C | 2 | |
| M/601/9026 | HSC 2004 | Contribute to monitoring the health of individuals affected by health conditions | Optional Group C | 2 | |
| D/601/8017 | HSC 2005 | Support individuals to carry out their own health care procedures | Optional Group C | 2 | |
| Y/601/8632 | HSC 2006 | Support participation in learning and development activities | Optional Group C | 3 | |
| T/601/8637 | HSC 2007 | Support independence in the tasks of daily living | Optional Group C | 5 | |
| A/601/8025 | HSC 2008 | Provide support for journeys | Optional Group C | 2 | |

| | | | | | |
|------------|----------|---|------------------|---|--|
| F/601/8026 | HSC 2010 | Provide support for leisure activities | Optional Group C | 3 | |
| A/601/7926 | HSC 2011 | Support individuals to access and use information about services and facilities | Optional Group C | 3 | |
| L/601/8143 | HSC 2012 | Support individuals who are distressed | Optional Group C | 3 | |
| R/601/8015 | HSC 2013 | Support care plan activities | Optional Group C | 2 | |
| M/601/8054 | HSC 2014 | Support individuals to eat and drink | Optional Group C | 2 | |
| F/601/8060 | HSC 2015 | Support individuals to meet personal care needs | Optional Group C | 2 | |
| J/601/8058 | HSC 2016 | Support individuals to manage continence | Optional Group C | 3 | |
| R/601/8063 | HSC 2017 | Provide agreed support for foot care | Optional Group C | 3 | |
| R/601/7902 | HSC 2019 | Gain access to the homes of individuals, deal with emergencies and ensure security on departure | Optional Group C | 2 | |
| R/601/8256 | HSC 2022 | Contribute to the care of a deceased person | Optional Group C | 3 | |
| L/601/9471 | HSC 2023 | Contribute to supporting group care activities | Optional Group C | 3 | |
| T/601/8721 | HSC 2024 | Undertake agreed pressure area care | Optional Group C | 4 | |
| L/601/8725 | HSC 2025 | Support individuals undergoing healthcare | Optional Group C | 3 | |

| activities | | | | | |
|------------|----------|---|------------------|---|---------------------------------------|
| T/601/8850 | HSC 2026 | Obtain and test capillary blood samples | Optional Group C | 4 | |
| J/601/8853 | HSC 2027 | Obtain and test specimens from individuals | Optional Group C | 2 | |
| J/601/8027 | HSC 2028 | Move and position individuals in accordance with their plan of care | Optional Group C | 4 | |
| T/601/9450 | HSC 2029 | Meet food safety requirements when providing food and drink for individuals | Optional Group C | 2 | |
| Y/601/9490 | HSC 2030 | Provide support for sleep | Optional Group C | 2 | |
| A/601/9546 | HSC 2031 | Contribute to support of positive risk-taking for individuals | Optional Group C | 3 | Barred unit: LD 205 - K/601/628 |
| R/601/8578 | HSC 3019 | Support individuals in their relationships | Optional Group C | 4 | |
| H/601/8049 | HSC 3020 | Facilitate person centred assessment, planning, implementation and review | Optional Group C | 6 | |
| Y/601/7903 | HSC 3022 | Support individuals to live at home | Optional Group C | 4 | |
| T/601/8282 | HSC 3029 | Support Individuals With Specific Communication Needs | Optional Group C | 5 | |
| A/601/7909 | HSC 3035 | Support individuals who are bereaved | Optional Group C | 4 | |
| H/601/8147 | HSC 3038 | Work in partnership with families to support individuals | Optional Group C | 4 | |

| | | | | | |
|------------|----------|--|------------------|---|---------------------------------------|
| F/601/3764 | HSC 3045 | Promote positive behaviour | Optional Group C | 6 | |
| F/601/4056 | HSC 3047 | Support use of medication in social care settings | Optional Group C | 5 | Barred unit: ASM 34 Y/501/0598 |
| T/601/9495 | HSC 3048 | Support individuals at the end of life | Optional Group C | 7 | |
| R/601/8824 | HSC 3049 | Prepare environments and resources for use during healthcare activities | Optional Group C | 3 | |
| A/601/8980 | HSC 3050 | Prepare for and carry out extended feeding techniques | Optional Group C | 4 | |
| Y/600/1250 | L2EFAW | Emergency First Aid Skills | Optional Group C | 1 | |
| L/601/6442 | LD 202 | Support person-centred thinking and planning | Optional Group C | 5 | |
| Y/601/7352 | LD 203 | Provide active support | Optional Group C | 3 | |
| K/601/9963 | LD 206C | Support individuals to maintain personal hygiene | Optional Group C | 2 | Barred unit: H/601/5703 |
| J/602/0036 | LD 208C | Contribute to supporting individuals with a learning disability to access healthcare | Optional Group C | 3 | |
| F/602/0049 | LD 311C | Support young people with a disability to make the transition into adulthood | Optional Group C | 5 | Barred unit: LD 311K M/601/7227 |
| K/601/7047 | LD 312 | Support parents with disabilities | Optional Group C | 6 | |
| J/602/0053 | LD 314C | Support individuals with self-directed support | Optional Group C | 5 | Barred unit: M/601/7048 |

| | | | | | |
|------------|----------|--|------------------|---|--|
| Y/601/6170 | PD OP2.2 | Work with other professionals and agencies to support individuals with a physical disability | Optional Group C | 3 | |
| T/601/5804 | PD OP2.4 | Support families of individuals with Acquired Brain Injury | Optional Group C | 3 | |
| K/601/3449 | SS OP2.2 | Support effective communication with individuals with a sensory loss | Optional Group C | 3 | |
| A/601/4895 | SS OP2.3 | Contribute to the support of individuals with multiple conditions and/or disabilities | Optional Group C | 3 | |
| H/601/3451 | SS OP2.4 | Contribute to supporting individuals in the use of assistive technology | Optional Group C | 3 | |
| F/601/5160 | SS OP2.5 | Support individuals to negotiate environments | Optional Group C | 4 | |

Choosing optional units

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

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

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

2 Centre requirements

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

2.1 Centre approval

Centres new to City & Guilds

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

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the Level 2 NVQ In Health & Social Care (3172) will receive automatic approval for the new Level 2 Diploma in Health & Social Care (4221-21).

Existing City & Guilds centres

Those City & Guilds centres already approved to deliver City & Guilds qualifications will need to go through qualification approval only. Please refer to **Appendix 1** for further information.

Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Verifier

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

Continuing professional development

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

2.2 Role requirements

Assessor requirements

The Assessors of competence based units must:

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

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

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

Assessors of knowledge based units and knowledge based Learning Outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as the City & Guilds 6317:
 - Level 3 Award in Assessing Vocational Competence OR
 - Level 3 Award in Assessing Vocationally Related Achievement OR
 - Level 3 Certificate in Assessing Vocational Achievement OR
 - Another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier

Teachers, trainers and tutors

All teachers/trainers/tutors must:

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

Expert witness

An expert witness must:

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

Internal verifiers/Internal quality assurance

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

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

Suitable alternatives include:

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

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

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

Guidance for the assessment and verification of imported units

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

2.3 Candidate entry requirements

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

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

Age restrictions

This Level 2 Diploma is not approved for the use of those who are under 16 years of age, and City & Guilds cannot accept any registrations for candidates in this age group.

2.4 Assessment decisions

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

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

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

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

Expert witnesses can be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.
- have **either** any qualification that includes assessment of workplace performance **and/or** a professional work role which involves evaluating the everyday practice of staff

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

3 Course design and delivery

3.1 Initial assessment and induction

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

The initial assessment should identify:

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

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

3.2 Recommended delivery strategies

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

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

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

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

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

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

4 Assessment

4.1 Summary of assessment methods

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

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

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

Competence based units

There will be a combination of assessment methods for this qualification which meets competence units. Direct observation of candidate's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the **main methods of assessment and main source of evidence**. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

Knowledge based units

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

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

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

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

4.2 Observation requirements

The prime source of evidence for competency based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses may provide testimony for the occupationally specific units.

4.3 Additional assessment methods or evidence sources

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

- **Expert witnesses** may observe candidate practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units

across the qualification. If an assessor is unable to observe their candidate she/he will identify an expert witness in the workplace, who will provide testimony of the candidates work based performance.

- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Professional discussion** should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates can evaluate their knowledge and practice across the qualification.
- **Candidate/ reflective accounts** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **Questions** asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Witness testimonies.** These should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Projects/Assignments.** Candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

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

4.4 Assignments

Assignments may be found in the City & Guilds assignment guides (Assignment Guide for Centres and Centre Guide for Candidates), which are accessible as a free download from www.cityandguilds.com. These are **suggested** assessments only and centres may decide that some candidates do not have the necessary skills to carry out an assignment. In these cases, a portfolio of evidence may be submitted.

- Centre staff should guide candidates to ensure excessive evidence gathering is avoided.
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.5 Evidence requirements

Competence evidence requirements

Detailed additional guidance is provided on a unit basis for the use of these and all other acceptable performance assessment methods. The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of experts, able to contribute to candidate's assessment, will be of considerable assistance to centres in providing candidates with access to those who can testify to their competence in the

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

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

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

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

Knowledge evidence requirements

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

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

4.6 Recording forms

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

4.7 Recognition of prior learning (RPL)

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

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

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

The RPL process is relevant where an individual has previously learnt something but has never received formal recognition for this learning through a qualification or other form of certification. Within the QCF an individual is able to 'claim' that he or she knows or can do something already and does not need to attend a course to learn it again. If he or she can prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits. RPL refers to an opportunity for candidates to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented e.g. certificates, witness testimonies etc, will need to provide sufficient detail to allow the assessor to apply an RPL assessment process.

5 Units

Structure of units

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

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

Unit SHC 21 Introduction to communication in health, social care or children's and young people's settings

Level: 2
Credit value: 3
UAN number: F/601/5465

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand why communication is important in the work setting
2. Meet the communication and language needs, wishes and preferences of individuals
3. Reduce barriers to communication
4. Apply principles and practices relating to confidentiality at work

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 201

GEN 22

HSC 21

Themes recur as knowledge requirements and core values throughout HSC NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit SHC 21 Introduction to communication in health, social care or children's and young people's settings

Assessment criteria

Outcome 1 Understand why communication is important in the work setting

The learner can:

1. identify different reasons why people communicate
2. explain how effective communication affects all aspects of own work
3. explain why it is important to observe an individual's reactions when communicating with them.

Outcome 2 Meet the communication and language needs, wishes and preferences of individuals

The learner can:

1. find out an individual's communication and language needs, wishes and **preferences**
2. demonstrate **communication methods** that meet an individual's communication needs, wishes and preferences
3. show how and when to seek advice about communication.

Outcome 3 Reduce barriers to communication

The learner can:

1. identify barriers to communication
2. demonstrate how to reduce barriers to communication in different ways
3. demonstrate ways to check that communication has been understood
4. identify sources of information and support or **services** to enable more effective communication.

Outcome 4 Apply principles and practices relating to confidentiality at work

The learner can:

1. explain the term 'confidentiality'
2. demonstrate confidentiality in day to day communication, in line with **agreed ways of working**
3. describe situations where information normally considered to be confidential might need to be passed on
4. explain how and when to seek advice about confidentiality.

Unit SHC 21 Introduction to communication in health, social care or children's and young people's settings

Additional guidance

- **Communication methods** may include:
 - non-verbal communication
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
 - verbal communication
 - vocabulary
 - linguistic tone
 - pitch
 - technological aids
- **Preferences** may be based on:
 - beliefs
 - values
 - culture
- **Services** may include:
 - translation services
 - interpreting services
 - speech and language services
 - advocacy services
- **Agreed ways of working** include policies and procedures where these exist.

Unit SHC 22 Introduction to personal development in health, social care or children's and young people's settings

Level: 2
Credit value: 3
UAN number: L/601/5470

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand what is required for competence in own work role
2. Reflect on own work activities
3. Agree a personal development plan
4. Develop own knowledge, skills and understanding

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 204

- GEN 12 GEN 13
- HSC 23
- Themes recur as knowledge requirements,
- performance criteria and core values throughout HSC and CCLD NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit SHC 22 Introduction to personal development in health, social care or children's and young people's settings

Assessment Criteria

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

The learner can:

1. describe the duties and responsibilities of own role
2. identify **standards** that influence the way the role is carried out
3. describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.

Outcome 2 Reflect on own work activities

The learner can:

1. explain why reflecting on work activities is an important way to develop knowledge, skills and practice
2. assess how well own knowledge, skills and understanding meet standards
3. demonstrate the ability to reflect on work activities.

Outcome 3 Agree a personal development plan

The learner can:

1. identify **sources of support** for own learning and development
2. describe the process for agreeing a **personal development plan** and **who should be involved**
3. contribute to drawing up own personal development plan.

Outcome 4 Develop own knowledge, skills and understanding

The learner can:

1. show how a learning activity has improved own knowledge, skills and understanding
2. show how reflecting on a situation has improved own knowledge, skills and understanding
3. show how feedback from others has developed own knowledge, skills and understanding
4. show how to record progress in relation to personal development.

Unit SHC 22 Introduction to personal development in health, social care or children's and young people's settings

Additional guidance

- **Standards** may include:
 - Codes of practice
 - Regulations
 - Minimum standards
 - National occupational standards
- 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
- **Who should be involved** may include:
 - The individual
 - Carers
 - Advocates
 - Supervisor, line manager or employer
 - Other professionals

Unit SHC 23 Introduction to equality and inclusion in health, social care or children's and young people's settings

Level: 2
Credit value: 2
UAN number: R/601/5471

Unit aim

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

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand the importance of equality and inclusion
2. Work in an inclusive way
3. Know how to access information, advice and support about diversity, equality and inclusion

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCLD 203

GEN 12

GCU 5

HSC 24 HSC 234

Themes recur as knowledge requirements and core values throughout HSC NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- Learning outcome 2 must be assessed in a real work environment.

Unit SHC 23 Introduction to equality and inclusion in health, social care or children's and young people's settings

Assessment Criteria

Outcome 1 Understand the importance of equality and inclusion

The learner can:

1. explain what is meant by:
 - diversity
 - equality
 - inclusion
 - discrimination
2. describe ways in which discrimination may deliberately or inadvertently occur in the work setting
3. explain how practices that support equality and inclusion reduce the likelihood of discrimination.

Outcome 2 Work in an inclusive way

The learner can:

1. identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
2. show interaction with individuals that respects their beliefs, culture, values and preferences
3. describe how to challenge discrimination in a way that encourages change.

Outcome 3 Know how to access information, advice and support about diversity, equality and inclusion

The learner can:

1. identify a range of sources of information, advice and support about diversity, equality and inclusion
2. describe how and when to access information, advice and support about diversity, equality and inclusion.

Unit SHC 24 Introduction to duty of care in health, social care or children's and young people's settings

Level: 2
Credit value: 1
UAN number: H/601/5474

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand the implications of duty of care
2. Understand support available for addressing dilemmas that may arise about duty of care
3. Know how to respond to complaints

Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCLD 203 HSC 24 GCU 2

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

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

Unit SHC 24 Introduction to duty of care in health, social care or children's and young people's settings

Assessment Criteria

Outcome 1 Understand the implications of duty of care

The learner can:

1. define the term 'duty of care'
2. describe how the duty of care affects own work role.

Outcome 2 Understand support available for addressing dilemmas that may arise about duty of care

The learner can:

1. describe dilemmas that may arise between the duty of care and an individual's rights
2. explain where to get additional support and advice about how to resolve such dilemmas.

Outcome 3 Know how to respond to complaints

The learner can:

1. describe how to respond to complaints
2. identify the main points of agreed procedures for handling complaints.

Unit HSC 024 Principles of safeguarding and protection in health and social care

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

Unit aim

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

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

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

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Unit HSC 024 Principles of safeguarding and protection in health and social care

Assessment Criteria

Outcome 1 Know how to recognise signs of abuse

The learner can:

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

Outcome 2 Know how to respond to suspected or alleged abuse

The learner can:

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

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

The learner can:

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

Outcome 4 Understand ways to reduce the likelihood of abuse

The learner can:

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

Outcome 5 Know how to recognise and report unsafe practices

The learner can:

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

Unit HSC 024 Principles of safeguarding and protection in health and social care

Additional guidance

- An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.
- **Factors** may include:
 - a setting or situation
 - the individual.
- The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:
 - A colleague
 - Someone in the individual's personal network
 - The learner
 - The learner's line manager
 - Others.
- **A setting where there is no formal duty of care** includes adult health or social care settings.
- **Local systems** may include:
 - employer/organisational policies and procedures
 - multi-agency adult protection arrangements for a locality.
- **Person centred values** include:
 - Individuality
 - Rights
 - Choice
 - Privacy
 - Independence
 - Dignity
 - Respect
 - Partnership.
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient
- **Unsafe practices** may include
 - poor working practices
 - resource difficulties
 - operational difficulties.

Unit HSC 025 The role of the health and social care worker

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

Unit aim

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

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand working relationships in health and social care
2. Work in ways that are agreed with the employer
3. Work in partnership with others

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 23, HSC 227.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 025 The role of the health and social care worker

Assessment Criteria

Outcome 1 Understand working relationships in health and social care

The learner can:

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

Outcome 2 Work in ways that are agreed with the employer

The learner can:

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

Outcome 3 Work in partnership with others

The learner can:

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

Unit HSC 025 The role of the health and social care worker

Additional guidance

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

Unit HSC 026 Implement person centred approaches in health and social care

Level: 2
Credit value: 5
UAN number: A/601/8140

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand person centred approaches for care and support
2. Work in a person-centred way
3. Establish consent when providing care or support
4. Encourage active participation
5. Support the individual's right to make choices
6. Promote individuals' well-being

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 24, HSC 26, HSC 234.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 026 Implement person centred approaches in health and social care

Assessment Criteria

Outcome 1 Understand person centred approaches for care and support

The learner can:

1. define **person-centred values**
2. explain why it is important to work in a way that embeds person centred values
3. explain why risk-taking can be part of a person centred approach
4. explain how using an **individual's care plan** contributes to working in a person centred way.

Outcome 2 Work in a person-centred way

The learner can:

1. find out the history, preferences, wishes and needs of the individual
2. apply person centred values in day to day work taking into account the history, preferences, wishes and needs of the individual.

Outcome 3 Establish consent when providing care or support

The learner can:

1. explain the importance of establishing consent when providing care or support
2. establish **consent** for an activity or action
3. explain what steps to take if consent cannot be readily established.

Outcome 4 Encourage active participation

The learner can:

1. describe how **active participation** benefits an individual
2. identify possible barriers to active participation
3. demonstrate ways to reduce the barriers and encourage active participation.

Outcome 5 Support the individual's right to make choices

The learner can:

1. support an individual to make informed choices
2. use agreed risk assessment processes to support the right to make choices
3. explain why a worker's personal views should not influence an individual's choices
4. describe how to support an individual to question or challenge decisions concerning them that are made by others.

Outcome 6 Promote individuals' well-being

The learner can:

1. explain how individual identity and self esteem are linked with **well-being**
2. describe attitudes and approaches that are likely to promote an individual's well-being
3. support an individual in a way that promotes a sense of identity and self esteem
4. demonstrate ways to contribute to an environment that promotes well-being.

Unit HSC 026 Implement person centred approaches in health and social care

Additional guidance

- **An individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner
- **Person centred values** include:
 - Individuality
 - Rights
 - Choice
 - Privacy
 - Independence
 - Dignity
 - Respect
 - Partnership
- **A care plan** may be known by other names eg support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed
- **Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient
- **Well-being** may include aspects that are:
 - spiritual
 - emotional
 - cultural
 - religious
 - social
 - political

Unit HSC 027 Contribute to health and safety in health and social care

Level: 2
Credit value: 4
UAN number: R/601/8922

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to carry out their work safely.

Learning outcomes

There are **nine** learning outcomes to this unit.

The learner will:

1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting
2. Understand the use of risk assessments in relation to health and safety
3. Understand procedures for responding to accidents and sudden illness
4. Reduce the spread of infection
5. Move and handle equipment and other objects safely
6. Know how to handle hazardous substances and materials
7. Understand how to promote fire safety in the work setting
8. Implement security measures in the work setting
9. Know how to manage own stress

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 22, HSC 221, HSC 223.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- Learning outcomes 4, 5, and 8 must be assessed in a real work environment

Unit HSC 027 **Contribute to health and safety in health and social care**

Assessment Criteria

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

The learner can:

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

Outcome 2 Understand the use of risk assessments in relation to health and safety

The learner can:

1. explain why it is important to assess health and safety hazards posed by the work setting or by particular activities
2. explain how and when to report potential health and safety risks that have been identified
3. explain how risk assessment can help address dilemmas between rights and health and safety concerns.

Outcome 3 Understand procedures for responding to accidents and sudden illness

The learner can:

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

Outcome 4 Reduce the spread of infection

The learner can:

1. demonstrate the recommended method for hand washing
2. demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work.

Outcome 5 Move and handle equipment and other objects safely

The learner can:

1. identify legislation that relates to moving and handling
2. explain principles for moving and handling equipment and other objects safely
3. move and handle equipment or other objects safely.

Outcome 6 Know how to handle hazardous substances and materials

The learner can:

1. identify hazardous substances and materials that may be found in the work setting
2. describe safe practices for:
 - Storing hazardous substances
 - Using hazardous substances
 - Disposing of hazardous substances and materials.

Outcome 7 Understand how to promote fire safety in the work setting

The learner can:

1. describe practices that prevent fires from:
 - starting
 - spreading
2. outline emergency procedures to be followed in the event of a fire in the work setting
3. explain the importance of maintaining clear evacuation routes at all times.

Outcome 8 Implement security measures in the work setting

The learner can:

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

Outcome 9 Know how to manage own stress

The learner can:

1. identify common signs and indicators of **stress**
2. identify circumstances that tend to trigger own stress
3. describe ways to manage own stress.

Unit HSC 027 **Contribute to health and safety in health and social care**

Additional guidance

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

Unit HSC 028 Handle information in health and social care settings

Level: 2
Credit value: 1
UAN number: J/601/8142

Unit aim

This unit is aimed at those who work in health and social care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand the need for secure handling of information in health and social care settings
2. Know how to access support for handling information
3. Handle information in accordance with agreed ways of working

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 21.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- Learning outcome 3 must be assessed in a real work environment.

Unit HSC 028 Handle information in health and social care settings

Assessment Criteria

Outcome 1 Understand the need for secure handling of information in health and social care settings

The learner can:

1. identify the legislation that relates to the recording, storage and sharing of information in health and social care
2. explain why it is important to have secure systems for recording and storing information in a health and social care setting.

Outcome 2 Know how to access support for handling information

The learner can:

1. describe how to access guidance, information and advice about handling information
2. explain what actions to take when there are concerns over the recording, storing or sharing of information.

Outcome 3 Handle information in accordance with agreed ways of working

The learner can:

1. keep records that are up to date, complete, accurate and legible
2. follow **agreed ways of working** for:
 - recording information
 - storing information
 - sharing information.

Unit HSC 028 Handle information in health and social care settings

Additional guidance

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

Unit ADVO 301 Purpose and principles of independent advocacy

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

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

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

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Unit ADVO 301 Purpose and principles of independent advocacy

Assessment Criteria

Outcome 1 Understand independent advocacy

The learner can:

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

Outcome 2 Explain principles and values underpinning Independent Advocacy

The learner can:

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

Outcome 3 Describe the development of advocacy

The learner can:

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

Outcome 4 Explain different types of advocacy support and their purpose

The learner can:

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

Outcome 5 Understand the roles and responsibilities of an Independent Advocate

The learner can:

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

Outcome 6 Understand advocacy standards

The learner can:

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

Unit CMH 301 Understand mental well-being and mental health promotion

Level: 3
Credit value: 3
UAN number: F/602/0097

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit.

The learner will:

1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Unit CMH 301 Understand mental well-being and mental health promotion

Assessment Criteria

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

The learner can:

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

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

The learner can:

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

Unit CMH 301 Understand mental well-being and mental health promotion

Additional guidance

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

Unit CMH 302 Understand mental health problems

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit.

The learner will:

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

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 3111 and MH14.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Unit CMH 302 Understand mental health problems

Assessment Criteria

Outcome 1 Know the main forms of mental ill health

The learner can:

1. describe the main types of mental ill health according to the psychiatric (dsm/icd) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders
2. explain the key strengths and limitations of the psychiatric classification system
3. explain two alternative frameworks for understanding mental distress.
4. explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.

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

The learner can:

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

Unit CMH 302 Understand mental health problems

Additional guidance

In learning outcome 1, assessment criterion 1, learners are asked to describe 'the main types of mental ill health according to the psychiatric (DSM/ICD) classification system'. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder. Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.

Unit DEM 201 Dementia awareness

Level: 2
Credit value: 2
UAN number: J/601/2874

Unit aim

The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand what dementia is
2. Understand key features of the theoretical models of dementia
3. Know the most common types of dementia and their causes
4. Understand factors relating to an individual's experience of dementia

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the DEM 201.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit DEM 201 Dementia awareness

Assessment Criteria

Outcome 1 Understand what dementia is

The learner can:

1. explain what is meant by the term 'dementia'
2. describe the key functions of the brain that are affected by dementia
3. explain why depression, delirium and age related memory impairment may be mistaken for dementia.

Outcome 2 Understand key features of the theoretical models of dementia

The learner can:

1. outline the medical model of dementia
2. outline the social model of dementia
3. explain why dementia should be viewed as a disability.

Outcome 3 Know the most common types of dementia and their causes

The learner can:

1. list the most common causes of dementia
2. describe the likely signs and symptoms of the most common causes of dementia
3. outline the risk factors for the most common causes of dementia
4. identify prevalence rates for different types of dementia.

Outcome 4 Understand factors relating to an individual's experience of dementia

The learner can:

1. describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability
2. outline the impact that the attitudes and behaviours of others may have on an individual with dementia.

Unit DEM 201 Dementia awareness

Additional guidance

- **Others e.g.**
 - Care workers
 - Colleagues
 - Managers
 - Social Worker
 - Occupational Therapist
 - GP
 - Speech & Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Psychologist
 - Admiral Nurses
 - Independent Mental Capacity Advocate
 - Community Psychiatric Nurse
 - Dementia Care Advisors
 - Advocate
 - Support groups

Unit DEM 202 The person centred approach to the care and support of the individual with dementia

Level: 2
Credit value: 2
UAN number: H/601/2879

Unit aim

This unit provides the knowledge and understanding required to enable the individual with dementia to experience well-being. Learners will be able to develop their knowledge of the person centred approach to dementia care and support.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand approaches that enable individuals with dementia to experience well-being
2. Understand the role of carers in the care and support of individuals with dementia
3. Understand the roles of others in the support of individuals with dementia

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 21, HSC 23, HSC 24, HSC 31, HSC 33, HSC 35, HSC41, HSC43, HSC45T.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit DEM 202 The person centred approach to the care and support of the individual with dementia

Assessment Criteria

Outcome 1 Understand approaches that enable individuals with dementia to experience well-being

The learner can:

1. describe what is meant by a person centred approach
2. outline the benefits of working with an individual with dementia in a person centred manner.

Outcome 2 Understand the role of carers in the care and support of individuals with dementia

The learner can:

1. describe the role that carers can have in the care and support of Individuals with dementia
2. explain the value of developing a professional working relationship with carers.

Outcome 3 Understand the roles of others in the support of individuals with dementia

The learner can:

1. describe the roles of others in the care and support of individuals with dementia
2. explain when it may be necessary to refer to others when supporting individuals with dementia
3. explain how to access the additional support of others when supporting individuals with dementia.

Unit DEM 202 The person centred approach to the care and support of the individual with dementia

Additional guidance

- **Carers** may include:
 - Family
 - Partner
 - Friends
 - Neighbours
- **Others** may include:
 - Care worker
 - Colleagues
 - Managers
 - Social Worker
 - Occupational Therapist
 - GP
 - Speech & Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Psychologist
 - Admiral Nurses
 - Independent Mental Capacity Advocate
 - Community Psychiatric Nurse
 - Dementia Care Advisors
 - Advocate
 - Support groups
- **Well being** may include:
 - Sense of Hope
 - Sense of Agency
 - Confidence
 - Self esteem
 - Physical health
- **Evidenced in well being indicators:**
 - Can communicate wants, needs and choices
 - Makes contact with other people
 - Shows warmth and affection
 - Showing pleasure or enjoyment
 - Alertness, responsiveness
 - Uses remaining abilities
 - Expresses self creatively
 - Is co-operative or helpful
 - Responding appropriately to people
 - Expresses appropriate emotions
 - Relaxed posture or body language
 - Sense of humour

- Sense of purpose
- Signs of self-respect

Unit DEM 205 Understand the factors that can influence communication and interaction with individuals who have dementia

Level: 2
Credit value: 2
UAN number: T/601/9416

Unit aim

This unit provides the underpinning knowledge required to develop awareness of differing communication needs and abilities of individuals with dementia in order to enhance positive interaction. This unit does not assess competence.

Achievement of both units can confirm competence.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand the factors that can influence communication and **interaction** with individuals who have dementia
2. Understand how a **person centred approach** may be used to encourage positive communication with individuals with dementia
3. Understand the factors which can affect interactions with individuals with dementia

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

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

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

This unit is endorsed by Skills for Care and Development.

Unit DEM 205 Understand the factors that can influence communication and interaction with individuals who have dementia

Assessment Criteria

Outcome 1 Understand the factors that can influence communication and interaction with individuals who have dementia

The learner can:

1. explain how dementia may influence an **individual's** ability to communicate and interact
2. identify other factors that may influence an individual's ability to communicate and interact
3. outline how memory impairment may affect the ability of an individual with dementia to use verbal language

Outcome 2 Understand how a person centred approach may be used to encourage positive communication with individuals with dementia

The learner can:

1. explain how to identify the communication strengths and abilities of an individual with dementia
2. describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia
3. describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness

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

The learner can:

1. explain how understanding an individual's biography/history can facilitate positive interactions
2. list different techniques that can be used to facilitate positive interactions with an individual with dementia
3. explain how involving others may enhance interaction with an individual with dementia

Unit DEM 205 Understand the factors that can influence communication and interaction with individuals who have dementia

Additional guidance

- **Interaction:**
 - The application of social skills and the awareness of the needs of others
- An **individual** is someone requiring care or support
- **Person centred approach:** This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences
- **Others** may be:
 - Care worker
 - Colleagues
 - Managers
 - Social worker
 - Occupational Therapist
 - GP
 - Speech and Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Specialist nurse
 - Psychologist
 - Psychiatrist
 - Independent Mental Capacity Advocate
 - Independent Mental Health Advocate
 - Advocate
 - Dementia care advisor
 - Support groups

Unit DEM 207 Understand equality, diversity and inclusion in dementia care

Level: 2
Credit value: 2
UAN number: A/601/2886

Unit aim

This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion that are fundamental to person centred care practice.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand and appreciate the importance of diversity of individuals with dementia
2. Understand the importance of person centred approaches in the care and support of individuals with dementia
3. Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 21, HSC 24, HSC 31, HSC 35, HSC41, HSC45.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit DEM 207 Understand equality, diversity and inclusion in dementia care

Assessment Criteria

Outcome 1 Understand and appreciate the importance of diversity of individuals with dementia

The learner can:

1. explain the importance of recognising that individuals with dementia have unique needs and preferences
2. describe ways of helping carers and others to understand that an individual with dementia has unique needs and preferences
3. explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals.

Outcome 2 Understand the importance of person centred approaches in the care and support of individuals with dementia

The learner can:

1. describe how an individual may feel valued, included and able to engage in daily life
2. describe how individuals with dementia may feel excluded
3. explain the importance of including the individual in all aspects of their care.

Outcome 3 Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met

The learner can:

1. describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia
2. describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins
3. describe what knowledge and understanding would be required to work in a person centred way with an individual with a learning disability and dementia.

Unit DEM 207 Understand equality, diversity and inclusion in dementia care

Additional guidance

- An **individual** is someone requiring care or support
- **Carers and Others may be:**
 - Care worker
 - Colleagues
 - Managers
 - Social worker
 - Occupational Therapist
 - GP
 - Speech and Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Specialist nurse
 - Psychologist
 - Psychiatrist
 - Independent Mental Capacity Advocate
 - Independent Mental Health Advocate
 - Advocate
 - Dementia care advisor
 - Support groups
- **Person centred way,**
This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

Unit DEM 305 Understand the administration of medication to individuals with dementia using a person centred approach

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

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit.

The learner will:

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

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit DEM 305 Understand the administration of medication to individuals with dementia using a person centred approach

Assessment Criteria

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

The learner can:

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

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

The learner can:

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

Unit DEM 305 Understand the administration of medication to individuals with dementia using a person centred approach

Additional guidance

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

Unit DEM 308 Understand the role of communication and interactions with individuals who have dementia

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

Unit aim

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

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

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

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

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

This unit is endorsed by Skills for Care and Development.

Unit DEM 308 Understand the role of communication and interactions with individuals who have dementia

Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

Unit DEM 308 Understand the role of communication and interactions with individuals who have dementia

Additional guidance

- **Others** may include
 - Care worker
 - Colleague
 - Manager
 - Social Worker
 - Occupational Therapist
 - GP
 - Speech & Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Psychologist
 - Admiral Nurses
 - Independent Mental Capacity Advocate
 - Community Psychiatric Nurse
 - Dementia Care Advisors
 - Advocate
 - Support groups
- **Carers** may include:
 - Partner
 - Family
 - Friends
 - Neighbours
- **Well being** may include:
 - Sense of Hope
 - Sense of Agency
 - Confidence
 - Self esteem
 - Physical health
- **Evidenced in well being indicators** may include :
 - Can communicate wants, needs and choices
 - Makes contact with other people
 - Shows warmth and affection
 - Showing pleasure or enjoyment
 - Alertness, responsiveness
 - Uses remaining abilities
 - Expresses self creatively
 - Is co-operative or helpful
 - Responding appropriately to people
 - Expresses appropriate emotions
 - Relaxed posture or body language

- Sense of humour
- Sense of purpose
- Signs of self-respect
- **Reality Orientation:** This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in
- **Validation Approach:** Using non-judgmental acceptance and empathy to show the individual that their expressed feelings are valid. Focussing on the feelings rather than the content of speech

Unit DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion

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

Unit aim

This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit covers the concepts of equality, diversity and inclusion that are fundamental to person centred care practice.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

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

Guided learning hours

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

Details of the relationship between the unit and relevant national standards This unit is linked to the HSC 21, 31, 41, 24, 35, 45.

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

This unit is endorsed by Skills for Care and Development.

Unit DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion

Assessment Criteria

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

The learner can:

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

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

The learner can:

1. explain why it is important to identify an individual's specific and unique needs
2. compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
3. describe how the experience of an individual's dementia may impact on **carers**
4. describe how the experience of dementia may be different for individuals
 - who have a learning disability
 - who are from different ethnic backgrounds
 - at the end of life

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

The learner can:

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

Unit DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion

Additional guidance

- An **individual** is someone requiring care or support
- **Heritage.** This refers to an individual's culture, history and personal experiences and is unique to them
- **Others** may include:
 - Care worker
 - Colleagues
 - Managers
 - Social worker
 - Occupational Therapist
 - GP
 - Speech and Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Specialist nurse
 - Psychologist
 - Psychiatrist
 - Independent Mental Capacity Advocate
 - Independent Mental Health Advocate
 - Advocate
 - Dementia care advisor
 - Support groups

Unit HSC 3046 Introduction to personalisation in social care

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

Unit aim

This unit is aimed at those working in a wide range of settings. It introduces understanding of how personalisation affects the provision of social care services, with a focus on the systems, skills and support needed to implement personalised provision.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand the meaning of personalisation in social care
2. Understand systems that support personalisation
3. Understand how personalisation affects the way support is provided
4. Understand how to implement personalisation

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit HSC 3046 Introduction to personalisation in social care

Assessment Criteria

Outcome 1 Understand the meaning of personalisation in social care

The learner can:

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

Outcome 2 Understand systems that support personalisation

The learner can:

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

Outcome 3 Understand how personalisation affects the way support is provided

The learner can:

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

Outcome 4 Understand how to implement personalisation

The learner can:

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

Unit HSC 3046 Introduction to personalisation in social care

Additional guidance

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

Unit IC01 The principles of infection prevention and control

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

Unit aim

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

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand roles and responsibilities in the prevention and control of infections
2. Understand legislation and policies relating to prevention and control of infections
3. Understand systems and procedures relating to the prevention and control of infections
4. Understand the importance of risk assessment in relation to the prevention and control of infections
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections
6. Understand the importance of good personal hygiene in the prevention and control of infections

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Unit IC01 The principles of infection prevention and control

Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

Unit ICO2 Causes and spread of infection

Level: 2
Credit value: 2
UAN number: H/501/7103

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit.

The learner will:

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

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health

Unit ICO2 Causes and spread of infection

Assessment Criteria

Outcome 1 Understand the causes of infection

The learner can:

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

Outcome 2 Understand the transmission of infection

The learner can:

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

Unit IC03 Cleaning, decontamination and waste management

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

Unit aim

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

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand how to maintain a clean environment to prevent the spread of infection
2. Understand the principles and steps of the decontamination process
3. Understand the importance of good waste management practice in the prevention of the spread of infection

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Unit IC03 Cleaning, decontamination and waste management

Assessment Criteria

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

The learner can:

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

Outcome 2 Understand the principles and steps of the decontamination process

The learner can:

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

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

The learner can:

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

Unit LD 201 Understand the context of supporting individuals with learning disabilities

Level: 2
Credit value: 4
UAN number: K/601/5315

Unit aim

The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation and also considers the central place of communication in working with individuals who have learning disabilities.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

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

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

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

Unit LD 201 Understand the context of supporting individuals with learning disabilities

Assessment Criteria

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

The learner can:

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

Outcome 2 Understand the nature and characteristics of learning disability

The learner can:

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

Outcome 3 Understand the historical context of learning disability

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

Unit LD 201 Understand the context of supporting individuals with learning disabilities

Additional guidance

- An **individual** is someone requiring care or support
- **Causes** should include: before birth, during birth and after birth
- **Ways to build empowerment** should include person-centred thinking
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient
- **External agencies** – include: advocacy services; parent/carer support groups; campaign groups etc
- **Others** may include
 - The individual
 - Colleagues
 - Families or carers
 - Friends
 - Other professionals
 - Members of the public
 - Advocates

Unit LD 205 Principles of positive risk taking for individuals with disabilities

Level: 2
Credit value: 2
UAN number: K/601/6285

Unit aim

This unit provides the knowledge behind positive risk-taking. It highlights the importance of positive risk taking for individuals with disabilities. It explores how to take a person-centred approach to enabling individuals to take risks and how to balance risk-taking with duty of care. The legislative context is also covered.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Know the importance of risk taking in everyday life for individuals with disabilities
2. Understand the importance of positive, person-centred risk assessment
3. Know how legislation and policies are relevant to positive risk taking
4. Understand how to support individuals with disabilities in decisions about risk-taking
5. Understand how to support individuals with disabilities to manage identified risks

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 240.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit LD 205 Principles of positive risk taking for individuals with disabilities

Assessment Criteria

Outcome 1 Know the importance of risk taking in everyday life for individuals with disabilities

The learner can:

1. identify aspects of everyday life in which risk plays a part
2. identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks
3. outline the consequences for **individuals** with disabilities of being prevented or discouraged from taking risks
4. explain how supporting individuals to take risks can enable them to have choice over their lives to:
 - gain in self-confidence
 - develop skills
 - take an active part in their community.

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

The learner can:

1. explain how a **person-centred** approach to risk assessment can have a more positive outcome than traditional approaches
2. identify the features of a person-centred approach to risk assessment
3. describe ways in which traditional risk assessments have tended to have a negative focus.

Outcome 3 Know how legislation and policies are relevant to positive risk taking

The learner can:

1. identify legislation and policies which promote the human rights of individuals with disabilities
2. describe how to use a human rights based approach to risk management.

Outcome 4 Understand how to support individuals with disabilities in decisions about risk-taking

The learner can:

1. explain the connection between an individual's right to take risks and their responsibilities towards themselves and **others**
2. outline how the principle of '**duty of care**' can be maintained whilst supporting individuals to take risks
3. describe ways of enabling individuals with disabilities to make informed choices about taking risks
4. outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions
5. explain the potential positive and negative consequences of the choices made about taking risks
6. describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger
7. explain why it is important to record and report all incidents, discussions and decisions concerning risk taking.

Outcome 5 Understand how to support individuals with disabilities to manage identified risks

The learner can:

1. explain the importance of including risks in the individual's support plan
2. explain why it is important to review risks in the individual's support plan
3. outline why it is important to communicate and work in a consistent way with all those supporting the individual
4. describe ways of supporting individuals with disabilities to test out the risk they wish to take.

Unit LD 205 Principles of positive risk taking for individuals with disabilities

Additional guidance

- **Individual** is someone requiring care or support
- **Person-centred** reflects what is important to individuals and helps them to live the life they choose
- **Others** may include
 - The individual
 - Colleagues
 - Families or carers
 - Friends
 - Other professionals
 - Members of the public
 - Advocates
- **Duty of Care** – legal duty to take reasonable care to avoid others being harmed.

Unit LD 206 Principles of supporting an individual to maintain personal hygiene

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand the importance of good personal hygiene
2. Know how to encourage an individual to maintain personal hygiene
3. Know how to support an individual to maintain personal hygiene
4. Understand when poor hygiene may be an indicator of other underlying personal issues

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the Links to HSC 27, 29, 218, 219, 220.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit LD 206 Principles of supporting an individual to maintain personal hygiene

Assessment Criteria

Outcome 1 Understand the importance of good personal hygiene

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

Unit LD 206 Principles of supporting an individual to maintain personal hygiene

Additional guidance

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

Unit LD 208K Principles of supporting individuals with a learning disability to access healthcare

Level: 2
Credit value: 3
UAN number: T/601/8654

Unit aim

This unit covers the principles of supporting individuals with a learning disability to access healthcare. It covers legislation, barriers to and functions of healthcare services, and plans for healthcare.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare
2. Understand the function of different healthcare services that an individual with a learning disability may need to access
3. Understand the role of professionals within different healthcare services that a individual with a learning disability may need to access
4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with a learning disability
5. Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 26, 225.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit LD 208K Principles of supporting individuals with a learning disability to access healthcare

Assessment Criteria

Outcome 1 Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare

The learner can:

1. outline what is meant by a rights based approach to accessing healthcare
2. identify legislation which supports a rights based approach to accessing healthcare
3. describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to **individuals** with a learning disability
4. explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance
5. describe the actions to take if an individual cannot give informed consent to the treatment.

Outcome 2 Understand the function of different healthcare services that an individual with a learning disability may need to access

The learner can:

1. list a range of **healthcare services** that an individual with a learning disability may need to access
2. describe the work of each type of healthcare service
3. explain how to gain access to each type of healthcare service.

Outcome 3 Understand the role of professionals within different healthcare services that a individual with a learning disability may need to access

The learner can:

1. outline the role and responsibility of the professionals working in different types of **healthcare services**.

Outcome 4 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with a learning disability

The learner can:

1. explain how **plans for healthcare** can be of benefit to an individual with a learning disability
2. identify a range of regular health checks that an individual may have to support good health and well being
3. outline how missing regular health checks may increase the risk of poor health and well being for the individual
4. explain the importance of individual preference in relation to **treatments available**.

Outcome 5 Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services

The learner can:

1. identify **barriers** to accessing healthcare services that an individual with a learning disability may experience
2. describe ways to overcome barriers to accessing healthcare services
3. describe reasons why an individual may be reluctant to access healthcare services
4. list a range of resources that may be helpful to an individual with a learning disability accessing healthcare services.

Unit LD 208K Principles of supporting individuals with a learning disability to access healthcare

Additional guidance

- An **individual** is someone requiring care or support
- **Healthcare services** may include:
 - Primary healthcare services
 - Acute healthcare services
 - Specialist healthcare services
 - Community Healthcare services
- **Plans for healthcare** – in England this refers to / should include Health Action Plans
- **Treatments available** – this may include complementary therapies
- **Barriers** should include personal barriers as well as external barriers.

Unit LD 210 Introductory awareness of autistic spectrum conditions

Level: 2
Credit value: 2
UAN number: M/601/5316

Unit aim

The unit provides introductory awareness on autistic spectrum conditions. It provides learners with key areas of knowledge and explores important themes such as individuality, communication, behaviour and person centred support.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties
2. Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals
3. Understand the behaviours exhibited by some individuals with an autistic spectrum condition
4. Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition
5. Understand how to communicate effectively with individuals on the autistic spectrum

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit LD 210 Introductory awareness of autistic spectrum conditions

Assessment Criteria

Outcome 1 Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties

The learner can:

1. describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with others
2. identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships
3. outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum.

Outcome 2 Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals

The learner can:

1. explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests
2. describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms
3. identify other conditions which may be associated with an autistic spectrum condition
4. outline the sensory difficulties experienced by many individuals with an autistic spectrum condition.

Outcome 3 Understand the behaviours exhibited by some individuals with an autistic spectrum condition

The learner can:

1. describe behavioural characteristics associated with autistic spectrum conditions
2. identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours
3. describe what to do if an individual is highly anxious or stressed.

Outcome 4 Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition

The learner can:

1. explain why it is important to have in place structures and routines which match the wishes and needs of the individual
2. identify formal and informal support networks for an individual with an autistic spectrum condition
3. explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition
4. describe ways of ensuring that support provided is consistent, both within own approach and with that of others
5. describe how to contribute towards the learning of an individual with an autistic spectrum condition.

Outcome 5 Understand how to communicate effectively with individuals on the autistic spectrum

The learner can:

1. explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition
2. identify aspects of the environment that affect communication with an individual
3. describe how to reduce barriers to communication with an individual
4. outline the use of visual communication systems for individuals who have an autistic spectrum condition
5. identify who could provide advice about effective communication with an individual.

Unit LD 210 Introductory awareness of autistic spectrum conditions

Additional guidance

- The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.
- An **individual** is someone requiring care or support
- **Others** may include
 - The individual
 - Colleagues
 - Families or carers
 - Friends
 - Other professionals
 - Members of the public
 - Advocates

Unit LD 307 Principles of supporting individuals with a learning disability regarding sexuality and sexual health

Level: 3
Credit value: 3
UAN number: A/601/6274

Unit aim

The unit introduces the principles of supporting individuals with a learning disability regarding sexuality and sexual health. It gives a broad summary of sexuality, sexual development and sexual health. The unit also introduces relevant legislation that relates to the development of sexuality for an individual with a learning disability.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

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

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit LD 307 Principles of supporting individuals with a learning disability regarding sexuality and sexual health

Assessment Criteria

Outcome 1 Understand the development of human sexuality

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

Unit LD 307 Principles of supporting individuals with a learning disability regarding sexuality and sexual health

Additional guidance

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

Unit LD 311K Principles of supporting young people with a disability to make the transition into adulthood

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

Unit aim

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

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

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

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit LD 311K Principles of supporting young people with a disability to make the transition into adulthood

Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

Unit LD 311K Principles of supporting young people with a disability to make the transition into adulthood

Additional guidance

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

Unit LD 314K Principles of self-directed support

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

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand self-directed support
2. Understand how to support an individual to direct their own support and develop their support plan
3. Understand the different ways that people can use their personal budget
4. Understand the outcome focused review process

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 35.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit LD 314K Principles of self-directed support

Assessment Criteria

Outcome 1 Understand self-directed support

The learner can:

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

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

The learner can:

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

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

The learner can:

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

Outcome 4 Understand the outcome focused review process

The learner can:

1. explain the process of an outcome focused review
2. explain how to enable someone to prepare for their outcome focused review.

Unit LD 314K Principles of self-directed support

Additional guidance

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

Unit PD OP2.1 Understand physical disability

Level: 2
Credit value: 2
UAN number: L/601/6117

Unit aim

This unit is aimed at those who provide a service for people with physical disabilities. It covers an understanding of physical disability, the impact of a physical disability on a person's life, the environment in which the service is provided and person centred working.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand the importance of differentiating between the individual and the disability
2. Understand the concept of physical disability
3. Understand how the challenges of living with a physical disability can be addressed
4. Understand the importance of independence and inclusion for the individual with physical disability

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit PD OP2.1 Understand physical disability

Assessment Criteria

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

The learner can:

1. explain why it is important to recognise and value an **individual** as a person
2. describe the importance of recognising an individual's strengths and abilities
3. describe how to work in a person centred way that fully involves the individual.

Outcome 2 Understand the concept of physical disability

The learner can:

1. describe what is meant by physical disability
2. describe what a congenital disability is
3. give examples of congenital disabilities and their causes
4. describe what a progressive disability is
5. give examples of progressive disabilities and their causes.

Outcome 3 Understand how the challenges of living with a physical disability can be addressed

The learner can:

1. identify social and physical barriers that can have a disabling effect on an individual
2. identify positive and negative attitudes towards individuals with a disability
3. describe steps that can be taken to challenge and change discriminatory attitudes
4. describe the impact of disability legislation on community attitudes and practices
5. describe the effects that having a physical disability can have on a person's **day to day life**
6. identify the importance for the individual of positive risk-taking.

Outcome 4 Understand the importance of independence and inclusion for the individual with physical disability

The learner can:

1. describe how the individual can be in control of their care needs and provision of social care services
2. describe the importance of supporting independence and inclusion within the community
3. describe how to assist with independence and inclusion within the community.

Unit PD OP2.1 Understand physical disability

Additional guidance

- The **individual** is the person requiring care or support
- **Day to day life**
 - education opportunities
 - housing
 - employment
 - access to leisure activities
 - relationships
 - health care.

Unit PD OP2.3 Understand the impact of Acquired Brain Injury on individuals

Level: 2
Credit value: 3
UAN number: J/601/5824

Unit aim

The aim of the unit is to gain knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

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

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit PD OP2.3 Understand the impact of Acquired Brain Injury on individuals

Assessment Criteria

Outcome 1 Understand Acquired Brain Injury

The learner can:

1. describe what Acquired Brain Injury is
2. identify possible causes of Acquired Brain Injury.

Outcome 2 Understand the impact of an Acquired Brain Injury on the individual

The learner can:

1. list initial effects of Acquired Brain Injury on the individual
2. identify the long term effects of Acquired Brain Injury to include
 - physical
 - functional
 - cognitive
 - behavioural.

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

The learner can:

1. explain what is meant by the term dysphasia
2. explain what is meant by the term dysarthria
3. describe the communication challenges presented to the individual and self by dysphasia dysarthria
4. identify skills required to support an individual with specialist communication needs.

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

The learner can:

1. outline changes in personality that an individual may experience as a result of Acquired Brain Injury
2. describe how lack of self awareness may affect the individual
3. explain the impact of these changes on those providing support.

Outcome 5 Understand the impact of challenging behaviour

The learner can:

1. describe behaviours which may be considered challenging
2. state what to do to avoid confrontation with someone who is emotionally agitated
3. describe how challenging behaviour impacts on own feelings and attitudes
4. identify what support is available to respond to challenging behaviour
5. describe how to report challenging behaviour.

Unit PD OP2.3 Understand the impact of Acquired Brain Injury on individuals

Additional guidance

- **Acquired Brain Injury**
 - Traumatic brain injury
 - Mild/moderate brain injury
 - Severe brain injury
- **The individual** is the person requiring support. An advocate may need to act on behalf of an individual.
- **Functional** - relates to the individuals ability to carry out day to day tasks, i.e. dressing, washing, cooking. IT does not solely mean the physical ability but also can mean concentration, motivation for doing tasks.
- Communication challenges can include
 - Word-finding
 - Indistinct speech
- **Personality changes** may include:
 - Irritability
 - Disinhibited behaviour
 - Frustration
 - Loss of social skills
 - Lack of self awareness
 - Lack of insight
- **Those providing support** may include:
 - Family
 - Friends
 - Care Workers
 - Practitioners
 - Other Professionals
- **Self Awareness** – ability to understand the impact of behaviour on others
- **Challenging behaviour**
 - Physical violence
 - Threatening language
 - Sexual inhibitions
 - Non compliance

Unit SS MU2.1 Introductory awareness of sensory loss

Level: 2
Credit value: 2
UAN number: F/601/3442

Unit aim

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

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these
2. Understand the importance of effective communication for individuals with sensory loss
3. Know the main causes and conditions of sensory loss
4. Know how to recognise when an individual may be experiencing sight and/or hearing loss
5. Know how to report concerns about sensory loss

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

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

Unit SS MU2.1 Introductory awareness of sensory loss

Assessment Criteria

Outcome 1 Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these

The learner can:

1. describe how a range of factors have a negative and positive impact on individuals with sensory loss
2. identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss
3. explain how individuals with sensory loss can be disabled by attitudes and beliefs
4. identify steps that could be taken to overcome disabling attitudes and beliefs.

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

The learner can:

1. outline what needs to be considered when communicating with individuals with:
 - Sight loss
 - Hearing loss
 - Deafblindness
2. describe how effective communication may have a positive impact on the lives of individuals with sensory loss
3. explain how information can be made accessible to individuals with sensory loss.

Outcome 3 Know the main causes and conditions of sensory loss

The learner can:

1. outline the main causes of sensory loss
2. explain the difference between congenital and acquired sensory loss
3. state what percentage of the general population is likely to have sensory loss.

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

The learner can:

1. outline the indicators and signs of:
 - Sight loss
 - Deafblindness
 - Hearing loss
2. explain where additional advice and support can be sourced in relation to sensory loss.

Outcome 5 Know how to report concerns about sensory loss

The learner can:

1. describe to whom and how concerns about sight and / or hearing loss can be reported.

Unit SS MU2.1 Introductory awareness of sensory loss

Additional guidance

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

Unit SS OP2.1 Introductory awareness of models of disability

Level: 2
Credit value: 2
UAN number: Y/601/3446

Unit aim

The purpose of this unit is to provide the learner with introductory knowledge about the medical and social models of disability.

Learning outcomes

There are **two** learning outcomes to this unit.

The learner will:

1. Know the difference between the medical and social models of disability
2. Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit SS OP2.1 Introductory awareness of models of disability

Assessment Criteria

Outcome 1 Know the difference between the medical and social models of disability

The learner can:

1. describe the medical model of disability
2. describe the social model of disability
3. outline how each of the models has developed and evolved over time
4. give examples of where each model of disability may be used in service delivery.

Outcome 2 Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals

The learner can:

1. identify how the principles of each model are reflected in service delivery
2. explain how each of the models of disability impacts on the
 - inclusion
 - rights
 - autonomy
 - needs of individuals
3. explain how own practice promotes the principle of inclusion.

Unit ASM 34 Administer medication to individuals, and monitor the effects

Level: 3
Credit value: 5
UAN number: Y/501/0598

Unit aim

This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand legislation, policy and procedures relevant to administration of medication
2. Know about common types of medication and their use
3. Understand procedures and techniques for the administration of medication
4. Prepare for the administration of medication
5. Administer and monitor individuals' medication

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Health/DANOS national occupational standard:
AH2 Prepare for, and administer medication to individuals, and monitor the effects
This also appears in Health and Social Care Standards as HSC 375.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Unit ASM 34 Administer medication to individuals, and monitor the effects

Assessment Criteria

Outcome 1 Understand legislation, policy and procedures relevant to administration of medication

The learner can:

1. Identify current legislation, guidelines policies and protocols relevant to the administration of medication.

Outcome 2 Know about common types of medication and their use

The learner can:

1. describe common types of medication including their effects and potential side effects
2. identify medication which demands the measurement of specific physiological measurements
3. describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required
4. explain the different routes of medicine administration.

Outcome 3 Understand procedures and techniques for the administration of medication

The learner can:

1. explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes
2. identify the required information from prescriptions / medication administration charts.

Outcome 4 Prepare for the administration of medication

The learner can:

1. apply standard precautions for infection control
2. explain the appropriate timing of medication eg check that the individual has not taken any medication recently
3. obtain the individuals consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns
4. select, check and prepare correctly the medication according to the medication administration record or medication information leaflet.

Outcome 5 Administer and monitor individuals' medication

The learner can:

1. select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary
2. safely administer the medication
 - in line with legislation and local policies
 - in a way which minimises pain, discomfort and trauma to the individual
3. describe how to report any immediate problems with the administration
4. monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay
5. explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others
6. maintain the security of medication and related records throughout the process and return them to the correct place for storage
7. describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements.

Unit DEM 204 Understand and implement a person centred approach to the care and support of individuals with dementia

Level: 2
Credit value: 3
UAN number: F/601/3683

Unit aim

This unit is aimed at those who provide care and support to people who have dementia in a wide range of settings. It requires the demonstration of knowledge and skills in planning and delivering support to meet an individual's identified and agreed abilities and needs, in order to reflect the person centred approach.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand the importance of a person centred approach to dementia care and support
2. Involve the individual with dementia in planning and implementing their care and support using a person centred approach
3. Involve carers and others in the care and support of individuals with dementia

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit DEM 204 Understand and implement a person centred approach to the care and support of individuals with dementia

Assessment Criteria

Outcome 1 Understand the importance of a person centred approach to dementia care and support

The learner can:

1. describe what is meant by a person centred approach
2. describe how a person centred approach enables individuals with dementia to be involved in their own care and support.

Outcome 2 Involve the individual with dementia in planning and implementing their care and support using a person centred approach

The learner can:

1. explain how information about personality and life history can be used to support an individual to live well with dementia
2. communicate with an individual with dementia using a range of methods that meet individual's abilities and needs
3. involve an individual with dementia in identifying and managing risks for their care and support plan
4. involve an individual with dementia in opportunities that meet their agreed abilities, needs and preferences.

Outcome 3 Involve carers and others in the care and support of individuals with dementia

The learner can:

1. explain how to increase a carer's understanding of dementia and a person centred approach
2. demonstrate how to involve **carers** and **others** in the support of an individual with dementia.

Unit DEM 204 Understand and implement a person centred approach to the care and support of individuals with dementia

Additional guidance

- **Carer** e.g.
 - Partner
 - Family
 - Friends
 - Neighbours
- **Others** e.g.
 - Care worker
 - Colleagues
 - Managers
 - Social Worker
 - Occupational Therapist
 - GP
 - Speech & Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Psychologist
 - Admiral Nurses
 - IMCA
 - CPN
 - Dementia Care Advisors
 - Advocate
 - Support groups

Unit DEM 209 Equality, diversity and inclusion in dementia care practice

Level: 2
Credit value: 3
UAN number: Y/601/9277

Unit aim

This unit provides knowledge, understanding and skills for those who provide care or support to individuals with dementia in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion that are fundamental to person centred care practice.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand the importance of equality, diversity and inclusion when working with individuals with dementia
2. Apply a person centred approach in the care and support of individuals with dementia
3. Work with a range of individuals who have dementia to ensure diverse needs are met

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- Learning outcomes 3 and 3 must be assessed in the workplace environment.

Unit DEM 209 Equality, diversity and inclusion in dementia care practice

Assessment Criteria

Outcome 1 Understand the importance of equality, diversity and inclusion when working with individuals with dementia

The learner can:

1. explain what is meant by:
 - diversity
 - equality
 - inclusion
2. explain why an individual with dementia has unique needs and preferences
3. describe how an individual with dementia may feel excluded
4. describe why it is important to include an individual with dementia in all aspects of care practice
5. explain how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual.

Outcome 2 Apply a person centred approach in the care and support of individuals with dementia

The learner can:

1. demonstrate how an individual with dementia has been valued, included and able to engage in daily life
2. show how an individual's life history and culture has been taken into consideration to meet their needs
3. demonstrate how the stage of dementia of an individual has been taken into account when meeting their needs and preferences
4. demonstrate ways of helping carers and others to understand that an individual with dementia has unique needs and preferences.

Outcome 3 Work with a range of individuals who have dementia to ensure diverse needs are met

The learner can:

1. demonstrate how to work in ways that ensure that the needs and preferences of individuals with dementia from a diverse range of backgrounds are met
2. describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia
3. describe how to use a person centred approach with an individual with a learning disability and dementia

Unit DEM 209 Equality, diversity and inclusion in dementia care practice

Additional guidance

- An **individual** is someone requiring care or support
- **Person centred approach:** This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences
- **Carers and others** may be:
 - Care worker
 - Family
 - Advocate
 - Colleagues
 - Managers
 - Social worker
 - Occupational Therapist
 - GP
 - Speech and Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Specialist nurse
 - Psychologist
 - Psychiatrist
 - Independent Mental Capacity Advocate
 - Independent Mental Health Advocate
 - Advocate
 - Dementia care advisor
 - Support groups

Unit DEM 210 Understand and enable interaction and communication with individuals with dementia

Level: 2
Credit value: 3
UAN number: A/601/9434

Unit aim

This unit provides the knowledge, understanding and skills required to develop and implement positive interaction and communication with individuals with dementia

Learning outcomes

There are **two** learning outcomes to this unit.

The learner will:

1. Communicate with individuals with dementia
2. Apply interaction and communication approaches with individuals in dementia

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit DEM 210 Understand and enable interaction and communication with individuals with dementia

Assessment Criteria

Outcome 1 Communicate with individuals with dementia

The learner can:

1. describe how memory impairment can affect the ability of an individual with dementia to use verbal language
2. gather information from **others** about an individual's preferred methods of communicating to enhance interaction
3. use information about the communication abilities and needs of an individual with dementia to enhance interaction
4. use a **person centred approach** to enable an individual to use their communication abilities
5. demonstrate how interaction is adapted in order to meet the communication needs of an individual with dementia.

Outcome 2 Apply interaction and communication approaches with individuals in dementia

The learner can:

1. list different techniques that can be used to facilitate positive interactions with an individual with dementia
2. use an individual's biography/history to facilitate positive interactions
3. demonstrate how the identity and uniqueness of an individual has been reinforced by using their preferred methods of interacting and communicating.

Unit DEM 210 Understand and enable interaction and communication with individuals with dementia

Additional guidance

- An **individual** is someone requiring care or support
- **Others** may be,
 - Care worker
 - Colleagues
 - Managers
 - Social worker
 - Occupational Therapist
 - GP
 - Speech and Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Specialist nurse
 - Psychologist
 - Psychiatrist
 - Independent Mental Capacity Advocate
 - Independent Mental Health Advocate
 - Advocate
 - Dementia care advisor
 - Support groups
- **Person centred approach:** This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

Unit DEM 211 Approaches to enable rights and choices for individuals with dementia whilst minimising risks

Level: 2
Credit value: 3
UAN number: H/601/9282

Unit aim

This unit provides knowledge, understanding and skills required to promote individuals' rights and choices whilst minimising risk.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm
2. Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia
3. Support individuals with dementia to achieve their potential
4. Work with carers who are caring for individuals with dementia

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- Learning outcomes 3 and 4 must be assessed in the workplace environment.

Unit DEM 211 Approaches to enable rights and choices for individuals with dementia whilst minimising risks

Assessment Criteria

Outcome 1 Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm

The learner can:

1. outline key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
2. describe how agreed ways of working relate to the rights of an **individual** with dementia
3. explain why it is important not to assume that an individual with dementia cannot make their own decisions
4. explain how the **best interests** of an individual with dementia must be included when planning and delivering care and support
5. explain what is meant by providing care and support to an individual with dementia in the least restrictive way.

Outcome 2 Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia

The learner can:

1. describe how to maintain privacy when providing personal support for intimate care to an individual with dementia
2. give examples of how to show respect for the **physical space** of an individual with dementia
3. give examples of how to show respect for the **social or emotional space** of an individual with dementia
4. describe how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity
5. outline the benefits of knowing about the past and present interests and life skills of an individual with dementia.

Outcome 3 Support individuals with dementia to achieve their potential

The learner can:

1. demonstrate how the physical environment may enable an individual with dementia to achieve their potential
2. demonstrate how the social environment may enable an individual with dementia to achieve their potential
3. support an individual with dementia to use their abilities during personal care
4. explain how the attitudes of **others** may enable an individual with dementia to achieve their potential.

Outcome 4 Work with carers who are caring for individuals with dementia

The learner can:

1. identify some of the anxieties common to **carers** of an individual with dementia
2. outline the legal rights of the carer in relation to an individual with dementia
3. involve carers in planning support that enables the rights and choices and protects an individual with dementia from harm
4. describe how the need of carers and **others** to protect an individual with dementia from harm may prevent the individual from exercising their rights and choices
5. demonstrate how a carer can be supported to enable an individual with dementia to achieve their potential.

Unit DEM 211 Approaches to enable rights and choices for individuals with dementia whilst minimising risks

Additional guidance

- **Key legislation:**
 - Human Rights Act 1998
 - Mental Capacity Act 2005
 - Mental Capacity and Deprivation of Liberty Safeguards 2005
 - Adults with Incapacity (Scotland) Act 2000
 - Mental Health Act 2007
 - The Disability Discrimination Act 1995
 - Safeguarding Vulnerable Groups Act 2006
 - Carers (Equal Opportunities) Act 2004
- **Agreed ways of working:** Include policies and procedures where these exist; they may be less formally documented with micro-employers
- An **individual** is someone requiring care or support
- **Best interests:** This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social well being of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.
- **Physical space:**
 - Bedroom
 - Handbag
 - Personal belongings
- **Social or emotional space:**
 - Personal boundaries
 - Subjective feelings
- **Carers and others** may be:
 - Care worker
 - Colleagues
 - Managers
 - Social worker
 - Occupational Therapist
 - GP
 - Speech and Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Specialist nurse
 - Psychologist
 - Psychiatrist
 - Independent Mental Capacity Advocate
 - Independent Mental Health Advocate
 - Advocate
 - Dementia care advisor
 - Support groups

Unit DEM 302 Understand and meet the nutritional requirements of individuals with dementia

Level: 3
Credit value: 3
UAN number: T/601/9187

Unit aim

This unit is about understanding that individuals may have specific nutritional needs because of their experience of dementia. Learners will develop their knowledge and skills in meeting these nutritional requirements and be able to provide evidence of their competence to enable individuals with dementia to eat and drink well.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand the nutritional needs that are unique to individuals with dementia
2. Understand the effect that mealtime environments can have on an individual with dementia
3. Support an individual with dementia to enjoy good nutrition

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 213, HSC 214, HSC 21, 31, 41, 24, 35, 45.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit DEM 302 Understand and meet the nutritional requirements of individuals with dementia

Assessment Criteria

Outcome 1 Understand the nutritional needs that are unique to individuals with dementia

The learner can:

1. describe how cognitive, functional and emotional changes associated with dementia can affect eating, drinking and nutrition
2. explain how poor nutrition can contribute to an individual's experience of dementia.
3. outline how other health and emotional conditions may affect the nutritional needs of an **individual** with dementia
4. explain the importance of recognising and meeting an individual's personal and cultural preferences for food and drink
5. explain why it is important to include a variety of food and drink in the diet of an individual with dementia

Outcome 2 Understand the effect that mealtime environments can have on an individual with dementia

The learner can:

1. describe how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia
2. describe how mealtime environments and food presentation can be designed to help an individual to eat and drink
3. describe how a **person centred approach** can support an individual, with dementia at different levels of ability, to eat and drink

Outcome 3 Support an individual with dementia to enjoy good nutrition

The learner can:

1. demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences
2. demonstrate how **meal times** for an individual with dementia are planned to support his/her ability to eat and drink
3. demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed
4. demonstrate how a person centred approach to meeting nutritional requirements has improved the **well-being** of an individual with dementia

Unit DEM 302 Understand and meet the nutritional requirements of individuals with dementia

Additional guidance

- An **individual** is someone requiring care or support
- **Person-centred approach:** This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences
- **Meal times** may include:
 - Meal planning
 - Food shopping
 - Food preparation
 - Pre- and post-meal activities
 - Dining
 - Snacking
- **Well-being** may include:
 - Appropriate weight gain/loss
 - Improved sleep patterns
 - Reduced confusion
 - Improved physical health
 - Improved emotional state
 - Reduced infections
 - Reduced constipation

Unit DEM 304 Enable rights and choices of individuals with dementia whilst minimising risks

Level: 3
Credit value: 4
UAN number: A/601/9191

Unit aim

This unit is about developing the learners' knowledge, understanding and skill of enabling the rights and choices of the individual with dementia whilst minimising risks.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm
2. Maximise the rights and choices of individuals with dementia
3. Involve carers and others in supporting individuals with dementia
4. Maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit DEM 304 Enable rights and choices of individuals with dementia whilst minimising risks

Assessment Criteria

Outcome 1 Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm

The learner can:

1. explain the impact of key legislation that relates to fulfilment of rights and choices and the minimising of risk of harm for an **individual** with dementia
2. evaluate agreed ways of working that relate to rights and choices of an individual with dementia
3. explain how and when personal information may be shared with **carers and others**, taking into account legislative frameworks and agreed ways of working

Outcome 2 Maximise the rights and choices of individuals with dementia

The learner can:

1. demonstrate that the **best interests** of an individual with dementia are considered when planning and delivering care and support
2. demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests
3. explain why it is important not to assume that an individual with dementia cannot make their own decisions
4. describe how the ability of an individual with dementia to make decisions may fluctuate

Outcome 3 Involve carers and others in supporting individuals with dementia

The learner can:

1. demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm
2. describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk
3. describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution

Outcome 4 Maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices

The learner can:

1. describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia
2. demonstrate that **key physical aspects** of the environment are enabling care workers to show respect and dignity for an individual with dementia
3. demonstrate that **key social aspects** of the environment are enabling care workers to show respect and dignity for an individual with dementia

Unit DEM 304 Enable rights and choices of individuals with dementia whilst minimising risks

Additional guidance

- **Key legislation** may include:
 - Human Rights Act 1998
 - Mental Capacity Act 2005
 - Adults with Incapacity (Scotland) Act 2000
 - Mental Health Act 2007
 - The Disability Discrimination Act 1995
 - Safeguarding Vulnerable Groups Act 2006
 - Carers (Equal opportunities) Act 2004
- **Agreed ways of working** may include policies and procedures where these exist; they may be less formally documented with micro-employers
- An **individual** is someone requiring care or support
- **Carers and others** may include:
 - Care worker
 - Family
 - Advocate
 - Colleagues
 - Managers
 - Social worker
 - Occupational Therapist
 - GP
 - Speech and Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Specialist nurse
 - Psychologist
 - Psychiatrist
 - Independent Mental Capacity Advocate
 - Independent Mental Health Advocate
 - Advocate
 - Dementia care advisor
 - Support groups
- **Best interests:** This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social well being of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values
- **Key physical and social aspects** may include:
 - Physical:**
 - Signage
 - Colour
 - Furniture
 - Flooring
 - Technology

- Room layout
- Storage
- Space for personal belongings

Social:

- Communication skills
- Positive approach
- Relationship centred approach
- Professional boundaries
- Abilities focus
- Whole team approach

Unit DEM 312 Understand and enable positive interaction and communication with individuals who have dementia

Level: 3
Credit value: 4
UAN number: Y/601/4693

Unit aim

This unit provides the opportunity for the learner to develop and implement the qualities of an effective relationship with individuals with dementia. This is based on the use of positive interactions and communication skills.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand the factors that can affect interactions and communication of individuals with dementia
2. Communicate with an individual with dementia using a range of verbal and non-verbal techniques
3. Communicate positively with an individual who has dementia by valuing their individuality
4. Use positive interaction approaches with individuals with dementia

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit DEM 312 Understand and enable positive interaction and communication with individuals who have dementia

Assessment Criteria

Outcome 1 Understand the factors that can affect interactions and communication of individuals with dementia

The learner can:

1. explain how different forms of dementia may affect the way an individual communicates
2. explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia
3. describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment
4. describe the impact the behaviours of **carers** and **others** may have on an individual with dementia

Outcome 2 Communicate with an individual with dementia using a range of verbal and non-verbal techniques

The learner can:

1. demonstrate how to use different communication techniques with an individual who has dementia
2. show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia
3. analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, **carers** and **others**

Outcome 3 Communicate positively with an individual who has dementia by valuing their individuality

The learner can:

1. show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan
2. demonstrate how the individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness

Outcome 4 Use positive interaction approaches with individuals with dementia

The learner can:

1. explain the difference between a **reality orientation** approach to interactions and a **validation approach**
2. demonstrate a positive interaction with an individual who has dementia
3. demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia
4. demonstrate how to use aspects of the **social environment** to enable positive interactions with individuals with dementia
5. demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia.

Unit DEM 312 Understand and enable positive interaction and communication with individuals who have dementia

Additional guidance

- **Carers** may include:
 - Partner
 - Family
 - Friends
 - Neighbours
- **Others** may include:
 - Care worker
 - Colleague
 - Manager
 - Social Worker
 - Occupational Therapist
 - GP
 - Speech & Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Psychologist
 - Admiral Nurses
 - Independent Mental Capacity Advocate
 - Community Psychiatric Nurse
 - Dementia Care Advisors
 - Advocate
 - Support groups
- **Social environment** can provide interactions which create stimulation and enjoyment e.g.
 - Opportunities to meet with family and friends
 - Able to talk about early life, past career, good memories
 - Engagement with familiar activities i.e. attendance at church, clubs, playing golf, favourite walks
 - Engagement with activities e.g. reminiscence, listening to favourite music,
 - Continuing social routines, e.g. going to the hairdressers, out for coffee etc.
- **Reality Orientation.** This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in
- **Validation approach.** Using non-judgmental acceptance and empathy to show the individual that their expressed feelings are valid. Focussing on the feelings rather than the content of speech.

Unit DEM 313 Equality, diversity and inclusion in dementia care practice

Level: 3
Credit value: 4
UAN number: F/601/4686

Unit aim

This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit covers the concepts of equality, diversity and inclusion, which are fundamental to person centred approach.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand that each individual's experience of dementia is unique
2. Understand the importance of diversity, equality and inclusion in dementia care and support
3. Work in a person centred manner to ensure inclusivity of the individual with dementia
4. Work with others to encourage support for diversity and equality

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit DEM 313 Equality, diversity and inclusion in dementia care practice

Assessment Criteria

Outcome 1 Understand that each individual's experience of dementia is unique

The learner can:

1. explain why it is important to recognise and respect an **individual's heritage**
2. compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
3. describe how the experience of dementia may be different for individuals
 - a. who have a learning disability
 - b. who are from different ethnic backgrounds
 - c. who are at the end of life
4. describe how the experience of an individual's dementia may impact on **carers**.

Outcome 2 Understand the importance of diversity, equality and inclusion in dementia care and support

The learner can:

1. describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support
2. describe the ways in which an individual with dementia may be subjected to discrimination and oppression
3. explain the potential impact of discrimination on an individual with dementia
4. analyse how diversity, equality and inclusion are addressed in dementia care and support.

Outcome 3 Work in a person centred manner to ensure inclusivity of the individual with dementia

The learner can:

1. demonstrate how to identify an individual's uniqueness
2. demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion
3. demonstrate practical ways of helping an individual with dementia to maintain their dignity
4. demonstrate how to engage and include an individual with dementia in daily life.

Outcome 4 Work with others to encourage support for diversity and equality

Assessment Criteria

The learner can:

1. work with **others** to promote diversity and equality for individuals with dementia
2. demonstrate how to share the individual's preferences and interests with **others**
3. explain how to challenge discrimination and oppressive practice of **others** when working with an individual with dementia.

Unit DEM 313 Equality, diversity and inclusion in dementia care practice

Additional guidance

- An **individual** is someone requiring care or support
- **Heritage**. This refers to an individual's culture, history and personal experiences and is unique to them
- **Others** may include:
 - Care worker
 - Colleague
 - Manager
 - Social Worker
 - Occupational Therapist
 - GP
 - Speech & Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Psychologist
 - Admiral Nurses
 - Independent Mental Capacity Advocate
 - Community Psychiatric Nurse
 - Dementia Care Advisors
 - Advocate
 - Support groups

Unit HSC 2001 Provide support for therapy sessions

Level: 2
Credit value: 2
UAN number: D/601/9023

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand the benefits of therapy sessions
2. Prepare for therapy sessions
3. Provide support in therapy sessions
4. Observe and record therapy sessions
5. Contribute to the review of therapy sessions

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 212.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit HSC 2001 Provide support for therapy sessions

Assessment Criteria

Outcome 1 Understand the benefits of therapy sessions

The learner can:

1. identify different types of **therapy sessions** in which an **individual** may participate
2. describe how therapy sessions can benefit an individual.

Outcome 2 Prepare for therapy sessions

The learner can:

1. establish own responsibilities in preparing for a therapy session
2. identify with the individual their preferences and requirements for the therapy session
3. follow instructions to prepare the environment, materials, equipment and self for the session.

Outcome 3 Provide support in therapy sessions

The learner can:

1. provide support during a therapy session that takes account of:
 - the therapist's directions
 - the individual's preferences and requirements
2. promote the active participation of the individual during the session
3. describe ways to overcome fears or concerns an individual may have about a therapy session.

Outcome 4 Observe and record therapy sessions

The learner can:

1. agree what observations need to be carried out during therapy sessions
2. agree how observations will be recorded
3. carry out agreed observations
4. record agreed observations as required.

Outcome 5 Contribute to the review of therapy sessions

The learner can:

1. contribute to a review of therapy sessions to identify issues and progress
2. contribute to agreeing changes to therapy sessions with the individual and **others**.

Unit HSC 2001 Provide support for therapy sessions

Additional guidance

- **Therapy sessions** may include:
 - occupational therapy
 - physiotherapy
 - hydrotherapy
 - aromatherapy
- An **individual** is someone requiring care or support
- **Others** may include:
 - therapist
 - line manager
 - family
 - friends
 - advocates
 - others who are important to the individual's well-being
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit HSC 2002 Provide support for mobility

Level: 2
Credit value: 2
UAN number: H/601/9024

Unit aim

This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand the importance of mobility
2. Prepare for mobility activities
3. Support individuals to keep mobile
4. Observe, record and report on activities to support mobility

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 215.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit HSC 2002 Provide support for mobility

Assessment Criteria

Outcome 1 Understand the importance of mobility

The learner can:

1. define mobility
2. explain how different health conditions may affect and be affected by mobility
3. outline the effects that reduced mobility may have on an individual's well-being
4. describe the benefits of maintaining and improving mobility.

Outcome 2 Prepare for mobility activities

The learner can:

1. agree **mobility activities** with the **individual** and **others**
2. remove or minimise hazards in the environment before beginning a mobility activity
3. check the suitability of an individual's clothing and footwear for safety and mobility
4. check the safety and cleanliness of **mobility equipment and appliances**.

Outcome 3 Support individuals to keep mobile

The learner can:

1. promote the **active participation** of the individual during a mobility activity
2. assist an individual to use mobility appliances correctly and safely
3. give feedback and encouragement to the individual during mobility activities.

Outcome 4 Observe, record and report on activities to support mobility

The learner can:

1. observe an individual to monitor changes and responses during a mobility activity
2. record observations of mobility activity
3. report on progress and/or problems relating to the mobility activity including:
 - choice of activities
 - equipment
 - appliances
 - the support provided.

Unit HSC 2002 Provide support for mobility

Additional guidance

- **Mobility activities** may include:
 - exercises
 - physiotherapy
 - occupational therapy
 - household activities
 - group activities
- An **individual** is someone requiring care or support
- **Others** may include:
 - family
 - friends
 - advocates
 - mobility specialists
 - line manager
 - others who are important to the individual's well-being
- **Mobility equipment and appliances** may include:
 - wheel chairs
 - sticks
 - walking frames
 - custom-made appliances
- **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 HSC 2003 Provide support to manage pain and discomfort

Level: 2
Credit value: 2
UAN number: K/601/9025

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort.

It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand approaches to managing pain and discomfort
2. Assist in minimising individuals' pain or discomfort
3. Monitor, record and report on the management of individuals' pain or discomfort

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 216 and CHS 6.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit HSC 2003 Provide support to manage pain and discomfort

Assessment Criteria

Outcome 1 Understand approaches to managing pain and discomfort

The learner can:

1. explain the importance of a holistic approach to managing pain and discomfort
2. describe different approaches to alleviate pain and minimise discomfort
3. outline **agreed ways of working** that relate to managing pain and discomfort.

Outcome 2 Assist in minimising individuals' pain or discomfort

The learner can:

1. describe how pain and discomfort may affect an **individual's** wellbeing and communication
2. encourage an individual to express feelings of discomfort or pain
3. encourage an individual to use self-help methods of pain control
4. assist an individual to be positioned safely and comfortably
5. carry out agreed measures to alleviate pain and discomfort.

Outcome 3 Monitor, record and report on the management of individuals' pain or discomfort

The learner can:

1. carry out required monitoring activities relating to management of an individual's pain or discomfort
2. complete records in required ways
3. report findings and concerns as required.

Unit HSC 2003 Provide support to manage pain and discomfort

Additional guidance

- An **individual** is someone requiring care or support
- **Agreed ways of working** will include policies and procedures where these exist.

Unit HSC 2004 Contribute to monitoring the health of individuals affected by health conditions

Level: 2
Credit value: 2
UAN number: M/601/9026

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand monitoring of the health of individuals affected by health conditions
2. Carry out observations of the health of individuals affected by health conditions
3. Record and report on observations
4. Respond to changes in an individual's condition

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 224.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit HSC 2004 Contribute to monitoring the health of individuals affected by health conditions

Assessment Criteria

Outcome 1 Understand monitoring of the health of individuals affected by health conditions

The learner can:

1. explain the importance of monitoring the **health** of individuals affected by a health condition
2. describe ways in which the health of individuals can be monitored.

Outcome 2 Carry out observations of the health of individuals affected by health conditions

The learner can:

1. identify what **observations** have been agreed to monitor the health condition of an **individual**
2. carry out required observations in ways that:
 - respect the individual's dignity and privacy
 - reassure the individual and minimise any fears or concerns
 - follow **agreed ways of working**.

Outcome 3 Record and report on observations

The learner can:

1. record required indicators of an individual's condition
2. report changes in the individual's condition, in line with agreed ways of working
3. explain when changes may be needed to usual recording and reporting requirements about an individual's health condition.

Outcome 4 Respond to changes in an individual's condition

The learner can:

1. take immediate action in line with agreed ways of working when changes in an individual's health cause concern
2. work with **others** to review information about changes in an individual's health
3. clarify own understanding about changes to requirements for monitoring
4. implement required changes to monitoring processes.

Unit HSC 2004 Contribute to monitoring the health of individuals affected by health conditions

Additional guidance

- **Health** may include aspects that affect:
 - Physical health
 - Psychological well-being
- An **individual** is someone requiring care or support
- **Agreed ways of working** will include policies and procedures, where these exist
- **Observations** may include:
 - Informal observations
 - Physical measurements
 - Other agreed ways of monitoring
- **Others** may include:
 - The individual
 - Family members
 - Line manager
 - Other professionals
 - Others who are important to the individual's well-being.

Unit HSC 2005 Support individuals to carry out their own health care procedures

Level: 2
Credit value: 2
UAN number: D/601/8017

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to carry out their own health care procedures safely.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand health care procedures likely to be undertaken by individuals
2. Support individuals to prepare to carry out their own health care procedures
3. Support individuals to carry out health care procedures
4. Monitor health care procedures undertaken by individuals

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 225.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

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

Unit HSC 2005 Support individuals to carry out their own health care procedures

Assessment Criteria

Outcome 1 Understand health care procedures likely to be undertaken by individuals

The learner can:

1. identify treatments and physical measurements likely to be undertaken by individuals
2. explain reasons why physical measurements and specimens might need to be taken
3. describe possible adverse reactions individuals may experience when undertaking their own health care procedures.

Outcome 2 Support individuals to prepare to carry out their own health care procedures

The learner can:

1. establish with **others** own role in supporting individuals to carry out their own health care procedures
2. promote safe storage of supplies
3. support the individual to prepare equipment and the environment to carry out procedures
4. support the individual's understanding about **correct techniques** for procedures
5. check the individual's understanding about when to seek advice or take immediate action when carrying out health care procedures.

Outcome 3 Support individuals to carry out health care procedures

The learner can:

1. assist the individual to carry out health care procedures in a way that promotes active participation
2. promote safe disposal of supplies used for procedures
3. support the individual to record measurements and store records safely.

Outcome 4 Monitor health care procedures undertaken by individuals

The learner can:

1. monitor the accuracy, timing and outcomes of health care procedures carried out by the individual
2. record and report any adverse reactions or other concerns, in line with agreed ways of working
3. describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed.

Unit HSC 2005 Support individuals to carry out their own health care procedures

Additional guidance

- An **individual** is someone requiring care or support.
- **Others** may include:
 - family
 - friends
 - advocates
 - health care professionals
 - others who are important to the individual's well-being
- Correct techniques may include:
 - timings
 - hygiene
 - use of equipment
 - safe disposal
 - recording
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient
- **Agreed ways of working** will include policies and procedures where these exist.

Unit HSC 2006 Support participation in learning and development activities

Level: 2
Credit value: 3
UAN number: Y/601/8632

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to take part in a range of learning or development activities.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand the factors to take into account when supporting individuals to take part in activities for learning and development
2. Support individuals to prepare for taking part in learning and development activities
3. Contribute to preparing the environment and resources for learning and development activities
4. Support individuals to take part in learning and development activities
5. Contribute to the evaluation of learning or development activities

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 211.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2006 Support participation in learning and development activities

Assessment Criteria

Outcome 1 Understand the factors to take into account when supporting individuals to take part in activities for learning and development

The learner can:

1. identify different reasons why **individuals** may take part in activities for learning or development
2. describe the benefits of different activities for learning or development in which individuals may take part
3. describe possible barriers to individuals engaging in learning or development activities
4. explain why **active participation** is important when supporting individuals in learning or development activities
5. explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity.

Outcome 2 Support individuals to prepare for taking part in learning and development activities

The learner can:

1. support an individual to make informed decisions about their participation in a learning or development activity
2. work with the individual and **others** to agree roles and responsibilities for supporting a learning or development activity
3. support the individual before a learning or development activity to minimise any barriers to their participation.

Outcome 3 Contribute to preparing the environment and resources for learning and development activities

The learner can:

1. identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity
2. contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity.

Outcome 4 Support individuals to take part in learning and development activities

The learner can:

1. describe different ways of supporting the individual to take part in learning or development activities
2. provide the agreed type and level of support to enable the individual to engage with an activity
3. adapt support to reflect changing needs, wishes, achievements or levels of participation
4. explain what action to take if the individual becomes distressed or feels unable to continue
5. provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity
6. complete required records about the learning or development activity.

Outcome 5 Contribute to the evaluation of learning or development activities

The learner can:

1. describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual
2. support the individual to provide feedback on the activity and the support provided
3. work with the individual and others to evaluate the learning or development activity
4. work with the individual and others to agree and make changes to a learning or development activity or the support provided.

Unit HSC 2006 Support participation in learning and development activities

Additional guidance

- An **individual** is someone requiring care or support
- **Activities for learning and development** may include
 - Intellectual pursuits
 - Activities to promote fitness or mobility
 - Activities relating to skills development
 - Activities to promote participation and interaction
- **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.
- **Others** may include:
 - Family members
 - Advocates
 - Line manager
 - Specialists
 - Others

Unit HSC 2007 Support independence in the tasks of daily living

Level: 2
Credit value: 5
UAN number: T/601/8637

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand principles for supporting independence in the tasks of daily living
2. Establish what support is required for daily living tasks
3. Provide support for planning and preparing meals
4. Provide support for buying and using household and personal items
5. Provide support for keeping the home clean and secure
6. Identify and respond to changes needed in support for daily living tasks

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 27, HSC 29.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2007 Support independence in the tasks of daily living

Assessment Criteria

Outcome 1 Understand principles for supporting independence in the tasks of daily living

The learner can:

1. explain how individuals can benefit from being as independent as possible in the tasks of daily living
2. explain how active participation promotes independence in the tasks of daily living
3. describe how daily living tasks may be affected by an individual's culture or background
4. explain the importance of providing support that respects the individual's culture and preferences
5. describe how to identify suitable opportunities for an individual to learn or practise skills for daily living
6. explain why it is important to establish roles and responsibilities for providing support.

Outcome 2 Establish what support is required for daily living tasks

The learner can:

1. access information about support for daily living tasks, using an individual's care plan and agreed ways of working
2. clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks
3. describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks.

Outcome 3 Provide support for planning and preparing meals

The learner can:

1. support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences
2. support the individual to store food safely
3. support the individual to prepare food in a way that promotes active participation and safety.

Outcome 4 Provide support for buying and using household and personal items

The learner can:

1. identify different ways of buying household and personal items
2. work with the individual to identify household and personal items that are needed
3. support the individual to buy items in their preferred way
4. support the individual to store items safely
5. support the individual to use items safely.

Outcome 5 Provide support for keeping the home clean and secure

The learner can:

1. support the individual to keep their home clean, in a way that promotes active participation and safety
2. describe different risks to home security that may need to be addressed
3. support the individual to use agreed security measures.

Outcome 6 Identify and respond to changes needed in support for daily living tasks

The learner can:

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

Unit HSC 2007 Support independence in the tasks of daily living

Additional guidance

- An **individual** is someone requiring care or support
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
- **A care plan** may be known by other names eg support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.
- **Agreed ways of working** will include policies and procedures where these exist
- **Others** may include:
 - Family or friends of the individual
 - Advocate
 - Line manager.
- **Difficulties or concerns** may include:
 - risks to the individual's health, safety or security
 - concerns about the ability, skills or willingness of the individual to participate in daily living tasks
 - insufficient time, equipment or other resources to provide agreed support.

A **healthy diet** is one that:

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

Unit HSC 2008 Provide support for journeys

Level: 2
Credit value: 2
UAN number: A/601/8025

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills needed to support individuals to make journeys

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand factors to consider when planning support for journeys
2. Support individuals to plan journeys
3. Support individuals when making journeys
4. Review the support provided for individuals when making journeys

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 28.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2008 Provide support for journeys

Assessment Criteria

Outcome 1 Understand factors to consider when planning support for journeys

The learner can:

1. describe different **aspects and factors** to consider when planning a journey
2. describe different risks that may arise and ways to minimise these
3. describe different types of communication technology that can support planning and making journeys safely.

Outcome 2 Support individuals to plan journeys

The learner can:

1. agree with the individual the level and type of support needed for planning and making a journey
2. support the individual to research a journey that they wish to make
3. support the individual to develop a plan for a journey that promotes **active participation** and reflects **agreed ways of working**.

Outcome 3 Support individuals when making journeys

The learner can:

1. support the individual in line with the journey plan
2. describe ways to deal with unforeseen problems that may occur during a journey.

Outcome 4 Review the support provided for individuals when making journeys

The learner can:

1. describe what factors should be considered when reviewing support for the journey
2. seek feedback from the individual on the support provided for the journey
3. contribute to reviewing support for the journey
4. revise the journey plan to take account of the review in line with agreed ways of working.

Unit HSC 2008 Provide support for journeys

Additional guidance

- An **individual** is someone requiring care or support.
- **Aspects** and factors may include those relating to:
 - The individual
 - The journey
 - Health and Safety
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient
- **Agreed** ways of working will include policies and procedures where these exist.

Unit HSC 2010 Provide support for leisure activities

Level: 2
Credit value: 3
UAN number: F/601/8026

Unit aim

This unit is aimed at those working in a wide range of settings. This unit provides the learner with the knowledge and skills required to support and encourage individuals to access, participate in and review their leisure activities.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand the role that leisure activities play in well being
2. Support individuals to identify and plan for leisure activities
3. Encourage and support individuals to participate in leisure activities
4. Contribute to the review and revision of support for leisure activities

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 210.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2010 Provide support for leisure activities

Assessment Criteria

Outcome 1 Understand the role that leisure activities play in well being

The learner can:

1. identify different activities that may be regarded as leisure activities
2. explain how participation in leisure activities aids the well being of individuals
3. describe the potential benefits of trying out new leisure activities from time to time.

Outcome 2 Support individuals to identify and plan for leisure activities

The learner can:

1. identify with the individual their recreational needs, preferences and interests
2. agree which new or existing leisure activities are likely to suit the individual's needs, preferences and interests
3. agree with the individual the level and type of support needed for participation in a leisure activity
4. work with the individual and others to develop a plan to support participation in a leisure activity.

Outcome 3 Encourage and support individuals to participate in leisure activities

The learner can:

1. support the individual in line with the plan and in a way that promotes active participation
2. provide encouragement and positive reinforcement for the activity
3. adjust support in response to any changes or difficulties encountered
4. describe how and when to access additional information or support about participation in a leisure activity.

Outcome 4 Contribute to the review and revision of support for leisure activities

The learner can:

1. identify with the individual the process for reviewing their leisure activities
2. seek feedback from the individual on the leisure activity and the support provided
3. carry out agreed role in contributing to the review
4. implement agreed changes to the plan.

Unit HSC 2010 Provide support for leisure activities

Additional guidance

- An **individual** is someone requiring care or support.
- The **plan** will include ways to address and minimise risks and overcome difficulties relating to
 - Health and well-being
 - The environment
 - Equipment and materials used
 - Abilities of individual and others
 - Others involved.
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit HSC 2011 Support individuals to access and use information about services and facilities

Level: 2
Credit value: 3
UAN number: A/601/7926

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and give feedback on information about services and facilities.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Know ways to support individuals to access information on services and facilities
2. Work with individuals to select and obtain information about services and facilities
3. Work with individuals to access and use information about services and facilities
4. Support individuals to evaluate the information accessed on services and facilities

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 26.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2011 Support individuals to access and use information about services and facilities

Assessment Criteria

Outcome 1 Know ways to support individuals to access information on services and facilities

The learner can:

1. identify the types of **services and facilities** about which **individuals** may require information
2. identify possible barriers to accessing and understanding information
3. describe ways to overcome barriers to accessing information
4. identify a range of formats, translations and technology that could make information more accessible for individuals
5. describe types of support individuals may need to enable them to identify and understand information.

Outcome 2 Work with individuals to select and obtain information about services and facilities

The learner can:

1. support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities
2. work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes
3. support an individual to obtain selected information in their preferred format and language.

Outcome 3 Work with individuals to access and use information about services and facilities

The learner can:

1. support an individual to access the content of information about services and facilities
2. demonstrate ways to check an individual's understanding of the information
3. work with an individual to access a service or facility using the information, in ways that promote **active participation**
4. describe ways to support individuals to deal with any **issues or concerns** that may arise from the content of information.

Outcome 4 Support individuals to evaluate the information accessed on services and facilities

The learner can:

1. support an individual to give feedback on whether information on services and facilities has met their needs and preferences
2. work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information
3. explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals.

Unit HSC 2011 Support individuals to access and use information about services and facilities

Additional guidance

- An **individual** is someone requiring care or support.
 - Services and facilities may include:
 - services provided within an individual's home
 - services to enable individuals to meet their social care needs
 - community facilities.
- **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.
- **Issues or concerns** may include those relating to:
 - Ineligibility
 - Lack of availability
 - Conditions for access.

Unit HSC 2012 Support individuals who are distressed

Level: 2
Credit value: 3
UAN number: L/601/8143

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand causes and effects of distress
2. Prepare to support individuals who are experiencing distress
3. Support individuals through periods of distress
4. Support individuals to reduce distress
5. Record and report on an individual's distress

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 226.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2012 Support individuals who are distressed

Assessment Criteria

Outcome 1 Understand causes and effects of distress

The learner can:

1. identify common **causes of distress**
2. describe signs that may indicate an **individual** is distressed
3. explain how distress may affect the way an individual communicates
4. explain how working with an individual who is distressed may impact on own well being.

Outcome 2 Prepare to support individuals who are experiencing distress

The learner can:

1. access information and advice about supporting an individual through a time of distress
2. establish signs of distress that would indicate the need for specialist intervention
3. describe how to access specialist intervention
4. identify sources of support to manage own feelings when working with an individual who is distressed.

Outcome 3 Support individuals through periods of distress

The learner can:

1. communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs
2. demonstrate ways to alleviate immediate distress
3. adapt support in response to the individual's reactions
4. demonstrate how to involve others in supporting an individual who is distressed.

Outcome 4 Support individuals to reduce distress

The learner can:

1. encourage the individual to express thoughts and feelings about troubling aspects of their life
2. work with the individual and **others** to identify triggers for distress
3. work with an individual and others to reduce triggers or alleviate causes of distress
4. encourage the individual to review their usual ways of coping with distress.

Outcome 5 Record and report on an individual's distress

The learner can:

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

Unit HSC 2012 Support individuals who are distressed

Additional guidance

- **Causes of distress** may be:
 - Internal to the individual
 - Related to support needs
 - Related to support provision
 - Related to loss
 - Related to change.
- **Individual:** An individual is someone requiring care or support.
- **Others** may include:
 - Family
 - Friends
 - Advocates
 - Line manager
 - Other professionals
 - Others who are important to the individual's well-being.

Unit HSC 2013 Support care plan activities

Level: 2
Credit value: 3
UAN number: R/601/8015

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare and implement activities within a care plan and contribute to the review of activities.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Prepare to implement care plan activities
2. Support care plan activities
3. Maintain records of care plan activities
4. Contribute to reviewing activities in the care plan

Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 25.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment.

Unit HSC 2013 Support care plan activities

Assessment Criteria

Outcome 1 Prepare to implement care plan activities

The learner can:

1. identify sources of information about the individual and specific care plan activities
2. establish the individual's preferences about carrying out care plan activities
3. confirm with others own understanding of the support required for care plan activities.

Outcome 2 Support care plan activities

The learner can:

1. provide support for care plan activities in accordance with the care plan and with agreed ways of working
2. encourage the active participation of an individual in care plan activities
3. adapt actions to reflect the individual's needs or preferences during care plan activities.

Outcome 3 Maintain records of care plan activities

The learner can:

1. record information about implementation of care plan activities, in line with agreed ways of working
2. record signs of discomfort, changes to an individual's needs or preferences, or other indications that care plan activities may need to be revised.

Outcome 4 Contribute to reviewing activities in the care plan

The learner can:

1. describe own role and roles of others in reviewing care plan activities
2. seek feedback from the individual and others on how well specific care plan activities meet the individual's needs and preferences
3. contribute to review of how well specific care plan activities meet the individual's needs and preferences
4. contribute to agreement on changes that may need to be made to the care plan.

Unit HSC 2013 Support care plan activities

Additional guidance

- 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.
- An **individual** is someone requiring care or support.
- **Others** may include:
 - The individual
 - Family members
 - Advocate
 - Line manager
 - Other professionals.
- **Agreed ways of working** will include policies and procedures where these exist.
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit HSC 2014 Support individuals to eat and drink

Level: 2
Credit value: 2
UAN number: M/601/8054

Unit aim

This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Support individuals to make choices about food and drink
2. Prepare to provide support for eating and drinking
3. Provide support for eating and drinking
4. Clear away after food and drink
5. Monitor eating and drinking and the support provided

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 213, HSC 214.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- All learning outcomes must be assessed in a real work environment.

Unit HSC 2014 Support individuals to eat and drink

Assessment Criteria

Outcome 1 Support individuals to make choices about food and drink

The learner can:

1. establish with an individual the food and drink they wish to consume
2. encourage the individual to select suitable options for food and drink
3. describe ways to resolve any difficulties or dilemmas about the choice of food and drink
4. describe how and when to seek additional guidance about an individual's choice of food and drink.

Outcome 2 Prepare to provide support for eating and drinking

The learner can:

1. identify the level and type of support an individual requires when eating and drinking
2. demonstrate effective hand-washing and use of protective clothing when handling food and drink
3. support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences
4. provide suitable utensils to assist the individual to eat and drink.

Outcome 3 Provide support for eating and drinking

The learner can:

1. describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking
2. support the individual to consume manageable amounts of food and drink at their own pace
3. provide encouragement to the individual to eat and drink
4. support the individual to clean themselves if food or drink is spilt
5. adapt support in response to an individual's feedback or observed reactions while eating and drinking.

Outcome 4 Clear away after food and drink

The learner can:

1. explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away
2. confirm that the individual has finished eating and drinking
3. clear away used crockery and utensils in a way that promotes active participation
4. support the individual to make themselves clean and tidy after eating or drinking.

Outcome 5 Monitor eating and drinking and the support provided

The learner can:

1. explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter
2. carry out and record agreed monitoring processes
3. report on the support provided for eating and drinking in accordance with agreed ways of working.

Unit HSC 2014 Support individuals to eat and drink

Additional guidance

- An **individual** is someone requiring care or support
- **Suitable options** will take account of:
 - Expressed wishes and preferences
 - General nutrition principles
 - Specific dietary requirements
 - Religious, cultural and personal beliefs
 - Resources available.
- Ways to **prepare** to eat and drink may include
 - Choosing where to eat
 - Choosing with whom to eat
 - Protecting clothes from potential spills
 - Taking up a comfortable position.
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
- **Agreed ways of working** will include policies and procedures where these exist.

Unit HSC 2015 Support individuals to meet personal care needs

Level: 2
Credit value: 2
UAN number: F/601/8060

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs.

It covers support the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Work with individuals to identify their needs and preferences in relation to personal care
2. Provide support for personal care safely
3. Support individuals to use the toilet
4. Support individuals to maintain personal hygiene
5. Support individuals to manage their personal appearance
6. Monitor and report on support for personal care

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 218.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- All learning outcomes must be assessed in a real work environment.

Unit HSC 2015 Support individuals to meet personal care needs

Assessment Criteria

Outcome 1 Work with individuals to identify their needs and preferences in relation to personal care

The learner can:

1. encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care
2. establish the level and type of support and individual needs for personal care
3. agree with the individual how privacy will be maintained during personal care.

Outcome 2 Provide support for personal care safely

The learner can:

1. Support the individual to understand the reasons for hygiene and safety precautions
2. use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection
3. explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
4. describe ways to ensure the individual can summon help when alone during personal care
5. ensure safe disposal of waste materials.

Outcome 3 Support individuals to use the toilet

The learner can:

1. provide support for the individual to use toilet facilities in ways that respect dignity
2. support individual to make themselves clean and tidy after using toilet facilities.

Outcome 4 Support individuals to maintain personal hygiene

The learner can:

1. ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care
2. ensure toiletries, materials and equipment are within reach of the individual
3. provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation.

Outcome 5 Support individuals to manage their personal appearance

The learner can:

1. provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation
2. encourage the individual to keep their clothing and personal care items clean, safe and secure.

Outcome 6 Monitor and report on support for personal care

The learner can:

1. seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences
2. monitor personal care functions and activities in agreed ways
3. record and report on an individual's personal care in agreed ways.

Unit HSC 2015 Support individuals to meet personal care needs

Additional guidance

- **Personal care** in this unit refers to using toilet facilities, maintaining personal hygiene and attending to personal appearance.
- An **individual** is someone requiring care or support.
- **Toilet facilities** may include:
 - Toilet
 - Commode
 - Bedpan
 - Urinal.
- **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.
- Activities an individual may use to **manage their personal appearance** may include:
 - Hair care
 - Nail care
 - Shaving
 - Skin care
 - Use of cosmetics
 - Use of prostheses & orthoses
- **Others** may include:
 - family
 - friends
 - advocates
 - specialists
 - health care professionals
 - others who are important to the individuals well being

Unit HSC 2016 Support individuals to manage continence

Level: 2
Credit value: 3
UAN number: J/601/8058

Unit aim

This unit is aimed at those who work in a wide range of settings.

The unit provides the learner with the knowledge and skills needed to support individuals to manage continence.

It covers the factors affecting continence, the management of continence and the use of continence equipment.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand factors that affect the management of continence
2. Support individuals to manage their own continence
3. Support the use of equipment to manage continence
4. Support continence safely
5. Monitor and report on support for managing continence

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 219.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2016 Support individuals to manage continence

Assessment Criteria

Outcome 1 Understand factors that affect the management of continence

The learner can:

1. explain how difficulties with continence can affect an **individual's** self esteem, health and their day to day activities
2. list common causes of difficulties with continence
3. explain how an individual's personal beliefs and values may affect the management of continence
4. describe ways to protect an individual's privacy whilst managing continence.

Outcome 2 Support individuals to manage their own continence

The learner can:

1. encourage an individual to express preferences and concerns about continence needs
2. support the individual to understand the effects of **lifestyle** on continence
3. explain how and when to access additional guidance about support for continence.

Outcome 3 Support the use of equipment to manage continence

The learner can:

1. access information about continence equipment recommended for the individual
2. agree with the individual their preferred times and places for using continence **equipment**
3. agree the level and type of support required for use of equipment
4. support the individual to use continence equipment in ways that respect dignity and privacy and promote **active participation**.

Outcome 4 Support continence safely

The learner can:

1. identify **risks** that may arise while supporting continence
2. encourage the individual to maintain personal hygiene whilst managing continence
3. dispose of used equipment and soiled materials safely
4. ensure the environment is clean, tidy and accessible before and after use
5. use protective equipment, protective clothing and hygiene techniques to minimise risks.

Outcome 5 Monitor and report on support for managing continence

The learner can:

1. use agreed processes to monitor continence and support for managing continence
2. record and report on support for managing continence in agreed ways.

Unit HSC 2016 Support individuals to manage continence

Additional guidance

- An **individual** is someone requiring care or support
- **Lifestyle** factors affecting continence may include:
 - Diet
 - Patterns of eating and drinking
 - Exercise and mobility
 - Use of medication
 - Daily routines
- **Equipment** may include:
 - Pads
 - Commode
 - Bedpan
 - Urinal
- **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
- **Risks** may include risks to:
 - The individual
 - The learner
 - Others

Unit HSC 2017 Provide agreed support for foot care

Level: 2
Credit value: 3
UAN number: R/601/8063

Unit aim

This unit is aimed at those who working in a wide range of settings. It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand the signs and causes of foot and toe-nail abnormalities
2. Prepare to provide support for assessed foot care needs
3. Promote the individual's engagement in their own foot care
4. Provide foot care safely
5. Record and report on foot care

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HC220.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2017 Provide agreed support for foot care

Assessment Criteria

Outcome 1 Understand the signs and causes of foot and toe-nail abnormalities

The learner can:

1. describe the effects of common **medical conditions** on the feet and toe-nails
2. describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails.

Outcome 2 Prepare to provide support for assessed foot care needs

The learner can:

1. ascertain information about an **individual's** assessed foot care needs
2. ensure the setting for foot care meets the individual's preferences and maintains privacy
3. prepare the **equipment** required for treatment
4. prepare the individual's feet for treatment, in a way that promotes **active participation**
5. describe how and when to access additional guidance about assessed foot care needs.

Outcome 3 Promote the individual's engagement in their own foot care

The learner can:

1. support the individual's understanding of any treatments, equipment or dressings to be used
2. invite feedback from the individual on how their foot care is carried out
3. explain why advice should not be given unless agreed with the podiatrist.

Outcome 4 Provide foot care safely

The learner can:

1. carry out agreed foot care treatments in accordance with instructions
2. operate equipment safely and in accordance with instructions
3. use protective equipment, protective clothing and hygiene techniques to minimise risks
4. dispose of waste products safely.

Outcome 5 Record and report on foot care

The learner can:

1. record the condition of the individual's feet before treatment
2. record treatments carried out
3. explain how to record any adverse reactions or responses to treatments or dressings
4. report on foot care treatments, conditions and reactions in agreed ways.

Unit HSC 2017 Provide agreed support for foot care

Additional guidance

- **Medical conditions** may include:
 - Diabetes
 - Arthritis
 - Peripheral vascular disease
 - Eczema
 - Hallux abductovalgus operations.
- **Assessed foot care needs are the needs** and treatments specified for an individual by a podiatrist.
- An **individual** is someone requiring care or support.
- **Equipment** may include:
 - Rasps
 - Files
 - Scissors
 - Forceps
 - Drills
 - Probes.
- **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 HSC 2019 Gain access to the homes of individuals, deal with emergencies and ensure security on departure

Level: 2
Credit value: 2
UAN number: R/601/7902

Unit aim

This unit is aimed at those who support individuals to live in their own home. It provides the learner with the knowledge and skills required to gain access to an individual's home, deal with emergencies and ensure security on departure.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Identify agreed ways to gain entry to and leave individuals' homes
2. Gain entry to individuals' homes
3. Take appropriate action when unable to gain entry to individuals' homes
4. Deal with emergencies encountered after gaining entry
5. Ensure security when leaving individuals' homes
6. Review procedures for entering and leaving individuals' homes

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 229.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- All learning outcomes must be assessed in a real work environment.

Unit HSC 2019 Gain access to the homes of individuals, deal with emergencies and ensure security on departure

Assessment Criteria

Outcome 1 Identify agreed ways to gain entry to and leave individuals' homes

The learner can:

1. access information about general requirements for entering and leaving individuals' homes
2. identify special **requirements** and individual preferences for entering and leaving an individual's home.

Outcome 2 Gain entry to individuals' homes

The learner can:

1. inform the individual and **others** about a planned visit
2. identify self on arrival by agreed means
3. gain entry to the individual's home in agreed ways.

Outcome 3 Take appropriate action when unable to gain entry to individuals' homes

The learner can:

1. find out possible **reasons** for being unable to gain entry, using **agreed ways of working**
2. agree with others what steps to take if entry cannot be gained after further efforts
3. record and report on actions taken when unable to access an individual's home
4. explain why it is important to record and report on difficulties with access.

Outcome 4 Deal with emergencies encountered after gaining entry

The learner can:

1. describe emergencies that may be encountered when gaining entry to an individual's home
2. deal with an emergency encountered after gaining entry, using agreed ways of working
3. record and report on an emergency encountered after gaining entry, and how the emergency has been addressed.

Outcome 5 Ensure security when leaving individuals' homes

The learner can:

1. implement general and specific requirements about leaving an individual's home
2. ensure that an individual's home is secure when leaving the premises.

Outcome 6 Review procedures for entering and leaving individuals' homes

The learner can:

1. support the individual to give feedback on arrangements for entering and leaving their home
2. support the individual to understand any difficulties encountered in accessing and leaving their home, and risks that may arise
3. contribute to agreement with the individual and others on ways to overcome difficulties and improve arrangements
4. carry out agreed changes in arrangements for entering and leaving the individual's home.

Unit HSC 2019 Gain access to the homes of individuals, deal with emergencies and ensure security on departure

Additional guidance

- An **individual** is someone requiring care or support.
- **General and specific requirements** may include
 - How, when and who to notify of visit
 - Means of identification on arrival
 - Use of entry systems
 - Ways of ensuring security on departure
- **Others** are those who share responsibility for the worker providing care or support in the individual's home.
- **Reasons** for being unable to access homes may include
 - individual not aware of visit
 - individual likely to be out
 - individual unwilling to allow access
 - individual unable to allow access because of accident or illness
 - power failure of security systems
 - incorrect information supplied to worker
 - keys lost or stolen
 - security or other risk to individual or worker.
- **Agreed ways of working** will include policies and procedures where these exist.

Unit HSC 2022 Contribute to the care of a deceased person

Level: 2
Credit value: 3
UAN number: R/601/8256

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Know the factors that affect how individuals are cared for after death
2. Contribute to supporting those who are close to deceased individuals
3. Contribute to preparing deceased individuals prior to transfer
4. Contribute to transferring deceased individuals
5. Manage own feelings in relation to the death of individuals

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 239

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of those involved.

Unit HSC 2022 Contribute to the care of a deceased person

Assessment Criteria

Outcome 1 Know the factors that affect how individuals are cared for after death

The learner can:

1. outline legal requirements and **agreed ways of working** that underpin the care of deceased individuals
2. describe how beliefs and religious and cultural factors affect how deceased individuals are cared for
3. identify the physical changes that take place after death and how this may affect laying out and moving individuals
4. identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals
5. describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions.

Outcome 2 Contribute to supporting those who are close to deceased individuals

The learner can:

1. describe the likely immediate impact of an individual's death on **others** who are close to the deceased individual
2. support others immediately following the death of the individual in ways that:
 - reduce their distress
 - respect the deceased individual.

Outcome 3 Contribute to preparing deceased individuals prior to transfer

The learner can:

1. follow agreed ways of working to ensure that the deceased person is correctly identified
2. carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture
3. use protective clothing to minimise the risk of infection during preparation of the deceased individual
4. contribute to recording any property and valuables that are to remain with the deceased individual.

Outcome 4 Contribute to transferring deceased individuals

The learner can:

1. carry out agreed role in contacting appropriate organisations
2. carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual
3. record details of the care and transfer of the deceased person in line with agreed ways of working.

Outcome 5 Manage own feelings in relation to the death of individuals

The learner can:

1. identify ways to manage own feelings in relation to an individual's death
2. utilise support systems to deal with own feelings in relation to an individual's death.

Unit HSC 2022 Contribute to the care of a deceased person

Additional guidance

- **Agreed ways of working** will include policies and procedures where these exist.
- **Others** may include:
 - Family
 - Friends
 - Own colleagues
 - Others who were involved in the life of the individual
- **Appropriate organisations** may include:
 - Mortuary
 - Funeral directors
 - Places of worship

Unit HSC 2023 Contribute to supporting group care activities

Level: 2
Credit value: 3
UAN number: L/601/9471

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to participate in and enjoy group care activities.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand the place of group care activities in the care and support of individuals
2. Contribute to the development of a supportive group culture
3. Contribute to the implementation of group care activities
4. Contribute to the evaluation of group care activities

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 228.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit HSC 2023 Contribute to supporting group care activities

Assessment Criteria

Outcome 1 Understand the place of group care activities in the care and support of individuals

The learner can:

1. explain how participating in group care activities can benefit an **individual's** identity, self-esteem and well-being
2. identify examples of when a group care activity may be the best way to meet an individual's care or support needs
3. explain why dilemmas may arise when providing support for individuals through group care activities.

Outcome 2 Contribute to the development of a supportive group culture

The learner can:

1. support group members to understand the benefits of group activities
2. encourage interaction between new and existing group members that promotes enjoyment, co-operation, inclusion and **well-being**
3. describe ways to support group members to resolve any conflicts that may arise amongst themselves.

Outcome 3 Contribute to the implementation of group care activities

The learner can:

1. work with individuals and **others** to agree approaches, content and methods for group care activities
2. carry out agreed role to support individuals and the group during activities
3. address any adverse effects and maximise benefits for individuals during activities
4. maintain records about group care activities in line with **agreed ways of working**.

Outcome 4 Contribute to the evaluation of group care activities

The learner can:

1. contribute to agreeing with individuals and others the processes, roles and criteria for assessing group care activities
2. carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities
3. describe ways to ensure that individuals and others are actively involved in the evaluation
4. contribute to agreeing changes to activities or processes to improve outcomes for individuals.

Unit HSC 2023 Contribute to supporting group care activities

Additional guidance

- **Group care activities** may include:
 - Recreational or leisure activities
 - Visits outside the usual setting
 - Social activities
- **Individuals** are those requiring care or support
- **Well-being** includes the following aspects:
 - Physical
 - Emotional
 - Social
 - Spiritual
- **Others** may include:
 - Carers and family members
 - Line manager
 - Therapists or other specialists who may recommend group care activities
 - The local community
- **Agreed ways of working** will include policies and procedures where these exist.

Unit HSC 2024 Undertake agreed pressure area care

Level: 2
Credit value: 4
UAN number: T/601/8721

Unit aim

This unit is aimed at health and social care staff providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand the anatomy and physiology of the skin in relation to pressure area care
2. Understand good practice in relation to own role when undertaking pressure area care
3. Follow the agreed care plan
4. Understand the use of materials, equipment and resources available when undertaking pressure area care
5. Prepare to undertake pressure area care
6. Undertake pressure area care

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS5

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2024 Undertake agreed pressure area care

Assessment Criteria

Outcome 1 Understand the anatomy and physiology of the skin in relation to pressure area care

The learner can:

1. describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores
2. identify pressure sites of the body
3. identify factors which might put an individual at risk of skin breakdown and pressure sores
4. describe how incorrect handling and moving techniques can damage the skin
5. identify a range of interventions that can reduce the risk of skin breakdown and pressure sores
6. describe changes to an individual's skin condition that should be reported.

Outcome 2 Understand good practice in relation to own role when undertaking pressure area care

The learner can:

1. identify legislation and national guidelines affecting pressure area care
2. describe **agreed ways of working** relating to pressure area care
3. describe why team working is important in relation to providing pressure area care.

Outcome 3 Follow the agreed care plan

The learner can:

1. describe why it is important to follow the agreed care plan
2. ensure the agreed care plan has been checked prior to undertaking the pressure area care
3. identify any concerns with the agreed care plan prior to undertaking the pressure area care
4. describe actions to take where any concerns with the agreed care plan are noted
5. identify the pressure area risk assessment tools which are used in own work area
6. explain why it is important to use risk assessment tools.

Outcome 4 Understand the use of materials, equipment and resources available when undertaking pressure area care

The learner can:

1. identify a range of aids or equipment used to relieve pressure
2. describe safe use of aids and equipment.
3. identify where up-to-date information and support can be obtained about:
 - Materials
 - Equipment
 - Resources.

Outcome 5 Prepare to undertake pressure area care

The learner can:

1. prepare equipment and environment in accordance with health and safety guidelines
2. obtain valid consent for the pressure area care.

Outcome 6 Undertake pressure area care

The learner can:

1. carry out pressure area care procedure in a way that:
 - respects the individual's dignity and privacy
 - maintains safety
 - ensures the individual's comfort
 - promotes active participation
 - promotes partnership working
2. apply standard precautions for infection prevention and control
3. carry out the pressure area care procedure without obstruction from bedding and clothing
4. move an individual using approved techniques and in accordance with the agreed care plan
5. use pressure relieving aids in accordance with the care plan and any safety instructions
6. communicate effectively with the individual throughout the intervention
7. complete all records and documentation accurately and legibly.

Unit HSC 2024 Undertake agreed pressure area care

Additional guidance

- **Agreed ways of working** includes policies and procedures where these exist.
- **Valid consent** must be in line with agreed UK country definition.
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit HSC 2025 Support individuals undergoing healthcare activities

Level: 2
Credit value: 3
UAN number: L/601/8725

Unit aim

This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand healthcare activities in order to support individuals
2. Prepare individuals to undergo healthcare activities
3. Support individuals undergoing healthcare activities
4. Support individuals following the healthcare activities

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 222 (GEN 5).

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2025 Support individuals undergoing healthcare activities

Assessment Criteria

Outcome 1 Understand healthcare activities in order to support individuals

The learner can:

1. describe relevant anatomy and physiology in relation to the healthcare activity
2. explain the purposes and use of medical equipment and devices required for the procedure
3. explain the roles and responsibilities of team members
4. state protection/precautionary measures
 - appropriate to the procedure being carried out
 - how they should be applied
 - the implications and consequences of not applying these measures
5. explain how to manage the privacy and dignity of an individual in both conscious and unconscious states
6. explain how to complete records of the actions taken and the individual's condition during the healthcare activity.

Outcome 2 Prepare individuals to undergo healthcare activities

The learner can:

1. confirm the individual's identity and gain valid consent
2. describe any concerns and worries that an individual may have in relation to healthcare activities
3. describe ways of responding to these concerns
4. explain the procedure to the individual
5. agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences
6. refer any concerns or questions to others if unable to answer
7. support an individual to prepare and position for the procedure ensuring that privacy and dignity is maintained at all times.

Outcome 3 Support individuals undergoing healthcare activities

The learner can:

1. inform and reassure individuals
2. apply standard precautions for infection prevention and control
3. apply health and safety measures relevant to the healthcare activity and environment
4. recognise any ill effects or adverse reactions
5. take actions in response to any ill effects or adverse reactions
6. ensure that an individual's privacy and dignity is maintained at all times.

Outcome 4 Support individuals following the healthcare activities

The learner can:

1. provide the individual with the facilities and support for the period of recovery
2. monitor an individual and recognise signs of ill effects or adverse reactions
3. take action in response to any ill effects or adverse reactions
4. give individuals and relevant others instructions and advice where this is within own role
5. confirm any requirements for transport and escorts
6. maintain confidentiality of information in accordance with guidelines and procedure.

Unit HSC 2025 Support individuals undergoing healthcare activities

Additional guidance

- **prepare and position** includes assisting the individual to move into the required position.
- **others** may include:
 - The individual
 - Family members
 - Line manager
 - Other health professionals
 - Others who are important to the individual's well-being.

Unit HSC 2026 Obtain and test capillary blood samples

Level: 3
Credit value: 4
UAN number: T/601/8850

Unit aim

This unit is aimed at health & social care workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples
2. Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples
3. Prepare to obtain capillary blood samples
4. Obtain capillary blood samples
5. Test and record the results of blood samples
6. Pass on the results of blood samples

Guided learning hours

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

Details of the relationship between the unit and relevant national standards.

This unit is linked to CHS131.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2026 Obtain and test capillary blood samples

Assessment Criteria

Outcome 1 Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples

The learner can:

1. describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples.

Outcome 2 Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples

The learner can:

1. describe the structure and purpose of capillary blood vessels
2. explain blood clotting processes and the factors that influence blood clotting.

Outcome 3 Prepare to obtain capillary blood samples

The learner can:

1. confirm the individual's identity and obtain **valid consent**
2. select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences
3. provide support and reassurance to address the individual's needs and concerns
4. communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences.

Outcome 4 Obtain capillary blood samples

The learner can:

1. apply health and safety measures relevant to the procedure and environment
2. apply standard precautions for infection prevention and control
3. describe the different reasons for obtaining capillary blood samples
4. obtain blood samples of the required volume and quantity causing minimal discomfort to the individual
5. use the selected materials, equipment and containers/slides in accordance with agreed procedures
6. obtain blood samples in the correct sequence when obtaining multiple samples
7. ensure stimulation of blood flow
8. select alternative sites where necessary
9. carry out the correct procedure for encouraging closure and blood clotting at the site
10. respond to any indication of an adverse reaction, complication or problem during the procedure
11. demonstrate correct labelling, packaging, transportation, storage and use of appropriate attached documentation in relation to blood samples to include:
 - Legibility of labelling and documentation
 - Temperature control of storage
 - Immediacy of transportation
12. explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications.

Outcome 5 Test and record the results of blood samples

The learner can:

1. test the sample, using the approved method in line with organisational procedure
2. describe normal or expected results for particular tests
3. recognise and interpret normal, expected and abnormal results
4. ensure that results are passed on to an appropriate staff member for interpretation as required
5. record results fully and accurately and forward according to local requirements.

Outcome 6 Pass on the results of blood samples

The learner can:

1. communicate the results of the tests and any further action required to the individual
2. respond to questions and concerns from individuals, providing accurate information
3. refer issues outside own responsibility to an appropriate staff member.

Unit HSC 2026 Obtain and test capillary blood samples

Additional guidance

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

Unit HSC 2027 Obtain and test specimens from individuals

Level: 2
Credit value: 2
UAN number: J/601/8853

Unit aim

This unit is aimed at those working in health care settings. This unit provides the learner with the knowledge and skills required to obtain and test specimens, excluding blood samples.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand the processes involved in obtaining and testing specimens from individuals
2. Prepare to obtain specimens from individuals
3. Obtain specimens from individuals
4. Test specimens
5. Report on the outcomes on the test of specimens
6. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS7.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2027 Obtain and test specimens from individuals

Assessment Criteria

Outcome 1 Understand the processes involved in obtaining and testing specimens from individuals

The learner can:

1. identify the **different types of specimens** that may be obtained
2. describe the tests and investigations that may be carried out upon the specimens
3. identify the correct equipment and materials used in the collection and transport of specimens.

Outcome 2 Prepare to obtain specimens from individuals

The learner can:

1. confirm the individual's identity and obtain **valid consent**
2. ensure the individual's privacy and dignity is maintained at all times
3. identify any aspects of the individual's ethnic and religious background which might affect the procedure
4. communicate with the individual in a medium appropriate to their needs and preferences
5. demonstrate that the required preparations have been completed including materials and equipment.

Outcome 3 Obtain specimens from individuals

The learner can:

1. provide the correct container for the individual to be able to provide the specimen for themselves
2. collect the specimen where the individual cannot provide the specimen for themselves
3. describe possible problems in collecting specimens and how and when these should be reported
4. demonstrate the correct collection, labelling and storage of specimens
5. complete and attach relevant documentation.

Outcome 4 Test specimens

The learner can:

1. demonstrate the appropriate tests for a range of specimens obtained
2. demonstrate appropriate health and safety measures relevant to the procedure and environment to include:
 - standard precautions for infection prevention and control
 - use of personal protective equipment.

Outcome 5 Report on the outcomes on the test of specimens

The learner can:

1. show the correct process for reporting and recording test results
2. describe the actions to be taken when the results are outside the normal range
3. communicate test results in accordance with **agreed ways of working**
4. describe why it is important to understand the implications the test results may have on the individual.

Outcome 6 Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens

The learner can:

1. explain current legislation, national guidelines, organisational policies and protocols which affect working practice
2. identify the potential hazards and other consequences related to incorrect labelling of specimens.

Unit HSC 2027 Obtain and test specimens from individuals

Additional guidance

- **Different types of specimens** – excludes blood
- **Valid consent** must be in line with agreed UK country definition
- **Agreed ways of working** will include policies and procedures where these exist

Unit HSC 2028 Move and position individuals in accordance with their plan of care

Level: 2
Credit value: 4
UAN number: J/601/8027

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand anatomy and physiology in relation to moving and positioning individuals
2. Understand legislation and agreed ways of working when moving and positioning individuals
3. Minimise risk before moving and positioning individuals
4. Prepare individuals before moving and positioning
5. Move and position an individual
6. Know when to seek advice from and/or involve others when moving and positioning an individual

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS6.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 2028 Move and position individuals in accordance with their plan of care

Assessment Criteria

Outcome 1 Understand anatomy and physiology in relation to moving and positioning individuals

The learner can:

1. outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals
2. describe the impact of specific conditions on the correct movement and positioning of an individual.

Outcome 2 Understand legislation and agreed ways of working when moving and positioning individuals

The learner can:

1. describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals
2. describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this.

Outcome 3 Minimise risk before moving and positioning individuals

The learner can:

1. access up-to-date copies of risk assessment documentation
2. carry out preparatory checks using:
 - the individual's care plan
 - the moving and handling risk assessment
3. identify any immediate risks to the individual
4. describe actions to take in relation to identified risks
5. describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment
6. prepare the immediate environment ensuring
 - adequate space for the move in agreement with all concerned
 - that potential hazards are removed
7. apply standard precautions for infection prevention and control.

Outcome 4 Prepare individuals before moving and positioning

The learner can:

1. demonstrate effective communication with the individual to ensure that they
 - understand the details and reasons for the action/activity being undertaken
 - agree the level of support required
2. obtain **valid consent** for the planned activity.

Outcome 5 Move and position an individual

The learner can:

1. follow the care plan to ensure that the individual is positioned
 - using the agreed technique
 - in a way that will avoid causing undue pain or discomfort
2. demonstrate effective communication with any others involved in the manoeuvre
3. describe the aids and equipment that may be used for moving and positioning
4. use equipment to maintain the individual in the appropriate position
5. encourage the individual's **active participation** in the manoeuvre
6. monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction
7. demonstrate how to report and record the activity noting when the next positioning manoeuvre is due.

Outcome 6 Know when to seek advice from and/or involve others when moving and positioning an individual

The learner can:

1. describe when advice and/or assistance should be sought to move or handle an individual safely
2. describe what sources of information are available about moving and positioning individuals.

Unit HSC 2028 Move and position individuals in accordance with their plan of care

Additional guidance

- **Agreed ways of working** will include policies and procedures and guidelines where these exist.
- **Valid consent** must be in line with agreed UK country definition.
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit HSC 2029 Meet food safety requirements when providing food and drink for individuals

Level: 2
Credit value: 2
UAN number: T/601/9450

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to meet food safety requirements when preparing, serving, clearing away and storing food.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand the importance of food safety measures when providing food and drink for individuals
2. Maintain hygiene when handling food and drink
3. Meet safety requirements when preparing and serving food and drink for individuals
4. Meet safety requirements when clearing away food and drink
5. Store food and drink safely
6. Know how to access additional advice or support about food safety

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 213.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit HSC 2029 Meet food safety requirements when providing food and drink for individuals

Assessment Criteria

Outcome 1 Understand the importance of food safety measures when providing food and drink for individuals

The learner can:

1. identify potential food safety hazards when preparing, serving, clearing away and storing food and drink
2. explain the importance of implementing food safety measures when providing food and drink for **individuals**
3. explain why personal protective clothing should be used when handling food and drink
4. explain why surfaces, utensils and equipment must be clean before beginning a new task
5. explain the importance of clearing and disposing of food waste promptly and safely
6. explain the importance of storing different types of food and drink safely.

Outcome 2 Maintain hygiene when handling food and drink

The learner can:

1. explain when hands must be washed to maintain food hygiene
2. demonstrate effective hand-washing for handling food and drink
3. use personal protective clothing to maintain hygiene when handling food and drink
4. ensure that all surfaces, utensils and equipment are clean before beginning a new task.

Outcome 3 Meet safety requirements when preparing and serving food and drink for individuals

The learner can:

1. describe practices to control hazards when preparing and serving food and drink
2. prepare food and drink in ways that minimise risks to own safety and that of **others**
3. serve food and drink in ways that minimise risks to own safety and that of others.

Outcome 4 Meet safety requirements when clearing away food and drink

The learner can:

1. clear away food and drink in ways that minimise risks to own safety and that of others
2. dispose of food waste promptly and safely
3. clean utensils and equipment effectively after use
4. store utensils and equipment safely.

Outcome 5 Store food and drink safely

The learner can:

1. describe practices to control food safety hazards when storing different types of food and drink
2. store different types of food and drink safely.

Outcome 6 Know how to access additional advice or support about food safety

The learner can:

1. identify sources of information about food safety
2. describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals.

Unit HSC 2029 Meet food safety requirements when providing food and drink for individuals

Additional guidance

- An **individual** is someone requiring care or support
- **Others** may include:
 - The individual
 - Family and friends of the individual
 - Colleagues

Unit HSC 2030 Provide support for sleep

Level: 2
Credit value: 2
UAN number: Y/601/9490

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand the importance of sleep
2. Establish conditions suitable for sleep
3. Assist an individual to sleep
4. Monitor sleep
5. Know how to access information and advice about difficulties with sleep

Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 216.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Unit HSC 2030 Provide support for sleep

Assessment Criteria

Outcome 1 Understand the importance of sleep

The learner can:

1. explain how sleep contributes to an **individual's** well-being
2. identify reasons why an individual may find it hard to sleep
3. describe the possible short-term and long-term effects on an individual who is unable to sleep well.

Outcome 2 Establish conditions suitable for sleep

The learner can:

1. describe conditions likely to be suitable for sleep
2. minimise aspects of the environment likely to make sleep difficult for an individual
3. adjust own behaviour to contribute to a restful environment
4. describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep.

Outcome 3 Assist an individual to sleep

The learner can:

1. explain the importance of a holistic approach to assisting sleep
2. encourage the individual to communicate the support they need to sleep
3. assist the individual to find a position for sleep consistent with their plan of care
4. support the individual to use aids for sleep in ways that reflect the plan of care and follow **agreed ways of working**.

Outcome 4 Monitor sleep

The learner can:

1. establish with the individual and **others** how sleep will be monitored
2. record agreed observations relating to the individual's sleep and the assistance given.

Outcome 5 Know how to access information and advice about difficulties with sleep

The learner can:

1. describe situations in which additional information or assistance about sleep would be needed
2. explain how to access additional information and assistance.

Unit HSC 2030 Provide support for sleep

Additional guidance

- An **individual** is someone requiring care or support
- **Agreed ways of working** will include policies and procedures where these exist
- **Others** may include:
 - family
 - friends
 - advocates
 - line manager
 - health professionals
 - others who are important to the individual's well-being.

Unit HSC 2031 Contribute to support of positive risk-taking for individuals

Level: 2
Credit value: 3
UAN number: A/601/9546

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting positive risk-taking to benefit individuals.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Know the importance of risk-taking in everyday life
2. Understand the importance of positive, person-centred risk assessment
3. Know how legislation and policies are relevant to positive risk taking
4. Support individuals to make informed choices about taking risks
5. Contribute to the support of individuals to manage identified risks
6. Understand duty of care in relation to supporting positive risk-taking

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 240.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit HSC 2031 Contribute to support of positive risk-taking for individuals

Assessment Criteria

Outcome 1 Know the importance of risk-taking in everyday life

The learner can:

1. identify aspects of everyday life in which risk plays a part
2. outline the consequences for **individuals** of being prevented or discouraged from taking risks
3. explain how supporting individuals to take risks can enable them to have choice over their lives to:
 - gain in self-confidence
 - develop skills
 - take an active part in their community.

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

The learner can:

1. explain how a person-centred approach to risk assessment can support positive outcomes
2. identify the features of a **person-centred** approach to risk assessment.

Outcome 3 Know how legislation and policies are relevant to positive risk taking

The learner can:

1. identify how legislative frameworks and **policies** can be used to safeguard individuals from risks whilst promoting their rights.

Outcome 4 Support individuals to make informed choices about taking risks

The learner can:

1. explain the connection between an individual's right to take risks and their responsibilities towards themselves and others
2. support the individual to access and understand information about risks associated with a choice they plan to make
3. support the individual to explore the potential positive and negative consequences of the options
4. support the individual to make an informed decision about their preferred option and the associated risks
5. explain why it is important to record and report all incidents, discussions and decisions concerning risk taking.

Outcome 5 Contribute to the support of individuals to manage identified risks

The learner can:

1. use an individual's support plan to record identified risks
2. support the individual to test out the risk they wish to take, in line with **agreed ways of working**
3. explain the importance of working within the limits of own role and responsibilities
4. contribute to the review of risks in an individual's support plan.

Outcome 6 Understand duty of care in relation to supporting positive risk-taking

The learner can:

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

Unit HSC 2031 Contribute to support of positive risk-taking for individuals

Additional guidance

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment.
- An **individual** is someone requiring care or support
- **Person-centred** reflects what is important to individuals and helps them to live the life they choose
- **Policies** may include:
 - National policy
 - Local policy
- **Others** may include
 - The individual
 - Colleagues
 - Families or carers
 - Friends
 - Other professionals
 - Members of the public
 - Advocates
- **Agreed ways of working** will include policies and procedures where these exist.

Unit HSC 3019 Support individuals in their relationships

Level: 3
Credit value: 4
UAN number: R/601/8578

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support for individuals to establish and maintain relationships and social networks. Additional support that may be needed regarding sexual relationships is not addressed within this unit.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand factors affecting the capacity of individuals to develop and/or maintain relationships
2. Support individuals to identify beneficial relationships
3. Support individuals to develop new relationships
4. Support individuals to maintain existing relationships
5. Work with individuals to review the support provided for relationships

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 331.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.

Unit HSC 3019 Support individuals in their relationships

Assessment Criteria

Outcome 1 Understand factors affecting the capacity of individuals to develop and/or maintain relationships

The learner can:

1. analyse reasons why **individuals** may find it difficult to establish or maintain relationships
2. describe types of legal restriction or requirement that may affect individuals relationships
3. explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided
4. explain the importance of ensuring privacy and confidentiality when providing support for relationships.

Outcome 2 Support individuals to identify beneficial relationships

The learner can:

1. support an individual to understand the likely benefits of positive relationships
2. support the individual to recognise when a relationship may be detrimental or harmful
3. work with the individual to identify specific relationships that are likely to be beneficial to them.

Outcome 3 Support individuals to develop new relationships

The learner can:

1. describe types of support and information an individual may need in order to extend their social network
2. establish with an individual the type and level of support needed to develop a new relationship
3. provide agreed support and information to develop the relationship
4. encourage continued participation in actions and activities to develop the relationship.

Outcome 4 Support individuals to maintain existing relationships

The learner can:

1. describe types of support an individual may need in order to maintain an existing relationship with family or friends
2. establish with an individual the type and level of support needed to maintain the relationship
3. provide agreed support to maintain the relationship.

Outcome 5 Work with individuals to review the support provided for relationships

The learner can:

1. establish with the individual the criteria for evaluating how effective support for a relationship has been
2. collate **information** about the relationship and the support provided
3. work with the individual and **others** to review and revise the support provided
4. report and record in line with **agreed ways of working**.

Unit HSC 3019 Support individuals in their relationships

Additional guidance

- **Relationships** may include:
 - Family relationships
 - Friendships
 - Social networks
 - Moved to here.
- An **individual** is someone requiring care or support
- **Information** may include:
 - Feedback from the individual and others
 - Observations
 - Records
- **Others** may include:
 - family
 - friends
 - advocates
 - others who are important to the individual's well-being
- **Agreed ways of working** will include policies and procedures where these exist

Unit HSC 3020 Facilitate person centred assessment, planning, implementation and review

Level: 3
Credit value: 6
UAN number: H/601/8049

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to facilitate person-centred assessment, planning, implementation and review.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand the principles of person centred assessment and care planning
2. Facilitate person centred assessment
3. Contribute to the planning of care or support
4. Support the implementation of care plans
5. Monitor a care plans
6. Facilitate a review of care plans and their implementation

Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 328 and HSC 329.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care & Development.

Assessment

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

Unit HSC 3020 Facilitate person centred assessment, planning, implementation and review

Assessment Criteria

Outcome 1 Understand the principles of person centred assessment and care planning

The learner can:

1. explain the importance of a holistic approach to assessment and planning of care or support
2. describe ways of supporting the **individual** to lead the assessment and planning process
3. describe ways the assessment and planning process or documentation can be adapted to maximise an individual's ownership and control of it.

Outcome 2 Facilitate person centred assessment

The learner can:

1. establish with the individual a partnership approach to the assessment process
2. establish with the individual how the process should be carried out and who else should be involved in the process
3. agree with the individual and **others** the intended outcomes of the assessment process and **care plan**
4. ensure that assessment takes account of the individual's strengths and aspirations as well as needs
5. work with the individual and others to identify support requirements and preferences.

Outcome 3 Contribute to the planning of care or support

The learner can:

1. take account of **factors** that may influence the type and level of care or support to be provided
2. work with the individual and others to explore **options and resources** for delivery of the plan
3. contribute to agreement on how component parts of a plan will be delivered and by whom
4. record the plan in a suitable format.

Outcome 4 Support the implementation of care plans

The learner can:

1. carry out assigned aspects of a care plan
2. support others to carry out aspects of a care plan for which they are responsible
3. adjust the plan in response to changing needs or circumstances.

Outcome 5 Monitor a care plans

The learner can:

1. agree methods for monitoring the way a care plan is delivered
2. collate monitoring information from agreed sources
3. record changes that affect the delivery of the care plan.

Outcome 6 Facilitate a review of care plans and their implementation

The learner can:

1. seek agreement with the individual and others about:
 - who should be involved in the review process
 - criteria to judge effectiveness of the care plan
2. seek feedback from the individual and others about how the plan is working
3. use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives
4. work with the individual and others to agree any **revisions** to the plan
5. document the review process and revisions as required.

Unit HSC 3020 Facilitate person centred assessment, planning, implementation and review

Additional guidance

- The **individual** is the person requiring care or support. An advocate may act on behalf of an individual.
- A **care plan** may also be known by other names, such as a support plan, individual plan or care delivery plan. It is the document where day to day requirements and preferences for care and support are detailed.
- **Others** may include:
 - Carers
 - Friends and relatives
 - Professionals
 - Others who are important to the individual's well-being
- **Factors** may include:
 - Feasibility of aspirations
 - Beliefs, values and preferences of the individual
 - Risks associated with achieving outcomes
 - Availability of services and other support options
- **Options and resources** should consider:
 - Informal support
 - Formal support
 - Care or support services
 - Community facilities
 - Financial resources
 - Individual's personal networks
- **Revisions** may include:
 - Closing the plan if all objectives have been met
 - Reducing the level of support to reflect increased independence
 - Increasing the level of support to address unmet needs
 - Changing the type of support
 - Changing the method of delivering support

Unit HSC 3022 Support individuals to live at home

Level: 3
Credit value: 4
UAN number: Y/601/7903

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand the principles of supporting individuals to live at home
2. Contribute to planning support for living at home
3. Work with individuals to secure additional services and facilities to enable them to live at home
4. Work in partnership to introduce additional services for individuals living at home
5. Contribute to reviewing support for living at home

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 343.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care & Development.

Assessment

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

Unit HSC 3022 Support individuals to live at home

Assessment Criteria

Outcome 1 Understand the principles of supporting individuals to live at home

The learner can:

1. describe how being supported to live at home can benefit an individual
2. compare the roles of people and agencies who may be needed to support an individual to live at home
3. explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home
4. explain how risk management contributes to supporting individuals to live at home.

Outcome 2 Contribute to planning support for living at home

The learner can:

1. identify with an individual the strengths, skills and existing networks they have that could support them to live at home
2. identify with an individual their **needs** that may require additional support and their preferences for how the needs may be met
3. agree with the individual and **others** the risks that need to be managed in living at home and ways to address them.

Outcome 3 Work with individuals to secure additional services and facilities to enable them to live at home

The learner can:

1. support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home
2. work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks
3. contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes **active participation**
4. obtain permission to provide additional information about the individual in order to secure resources, services and facilities.

Outcome 4 Work in partnership to introduce additional services for individuals living at home

The learner can:

1. agree roles and responsibilities for introducing additional support for an individual to live at home
2. introduce the individual to new resources, services, facilities or support groups
3. record and report on the outcomes of additional support measures in required ways.

Outcome 5 Contribute to reviewing support for living at home

The learner can:

1. work with the individual and others to agree methods and timescales for on-going review
2. identify any changes in an individual's **circumstances** that may indicate a need to adjust the type or level of support
3. work with the individual and others to agree revisions to the support provided.

Unit HSC 3022 Support individuals to live at home

Additional guidance

- An **individual** is someone requiring care or support
- **Others** may include:
 - family
 - friends
 - advocates
 - others who are important to the individual's well-being
- **Needs** may include:
 - Personal
 - Physical
 - Financial
 - Social
 - Environmental
 - Safety
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient
- **Circumstances** may include:
 - Health
 - Social situation
 - Financial circumstances
 - Legal status

Unit HSC 3029 Support individuals with specific communication needs

Level: 3
Credit value: 5
UAN number: T/601/8282

Unit aim

This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand specific communication needs and factors affecting them
2. Contribute to establishing the nature of specific communication needs of individuals and ways to address them
3. Interact with individuals using their preferred communication
4. Promote communication between individuals and others
5. Know how to support the use of communication technology and aids
6. Review an individual's communication needs and the support provided to address them

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 369 and HSC 370.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 3029 Support individuals with specific communication needs

Assessment Criteria

Outcome 1 Understand specific communication needs and factors affecting them

The learner can:

1. explain the importance of meeting an individual's communication needs
2. explain how own role and practice can impact on communication with an individual who has specific communication needs
3. analyse features of the environment that may help or hinder communication
4. analyse reasons why an individual may use a form of communication that is not based on a formal language system
5. identify a range of communication methods and **aids** to support individuals to communicate
6. describe the potential effects on an **individual** of having unmet communication needs.

Outcome 2 Contribute to establishing the nature of specific communication needs of individuals and ways to address them

The learner can:

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

Outcome 3 Interact with individuals using their preferred communication

The learner can:

1. prepare the environment to facilitate communication
2. use agreed methods of communication to interact with the individual
3. monitor the individual's responses during and after the interaction to check the effectiveness of communication
4. adapt own practice to improve communication with the individual.

Outcome 4 Promote communication between individuals and others

The learner can:

1. support the individual to develop communication methods that will help them to understand others and be understood by them
2. provide opportunities for the individual to communicate with others
3. support others to understand and interpret the individual's communication
4. support others to be understood by the individual by use of agreed communication methods.

Outcome 5 Know how to support the use of communication technology and aids

The learner can:

1. identify specialist services relating to communication technology and aids
2. describe types of support that an individual may need in order to use communication technology and aids
3. explain the importance of ensuring that communication equipment is correctly set up and working properly.

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

The learner can:

1. collate **information** about an individual's communication and the support provided
2. contribute to evaluating the effectiveness of agreed methods of communication and support provided
3. work with others to identify ways to support the continued development of communication.

Unit HSC 3029 Support individuals with specific communication needs

Additional guidance

- An **individual** is someone with specific communication needs who requires care or support
- **Aids** may include:
 - Technological aids
 - Human aids
- **Others** may include:
 - family
 - advocates
 - specialist communication professionals
 - others who are important to the individual's well-being
- **Information** may include:
 - Observations
 - Records
 - Feedback from the individual and others

Unit HSC 3035 Support individuals who are bereaved

Level: 3
Credit value: 4
UAN number: A/601/7909

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand the effects of bereavement on individuals
2. Understand principles for supporting individuals who are bereaved
3. Support individuals to express their response to loss
4. Support individuals who are bereaved
5. Understand the role of specialist agencies in supporting individuals who are bereaved
6. Manage own feelings when providing support for individuals who are bereaved

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 384.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 3035 Support individuals who are bereaved

Assessment Criteria

Outcome 1 Understand the effects of bereavement on individuals

The learner can:

1. describe how an individual may feel immediately following the death of a loved one
2. analyse how the bereavement journey may be different for different individuals.

Outcome 2 Understand principles for supporting individuals who are bereaved

The learner can:

1. compare the key points of theories of bereavement that assist in supporting individuals who are bereaved
2. explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement
3. explain the importance of empathy in supporting a bereaved individual.

Outcome 3 Support individuals to express their response to loss

The learner can:

1. create an environment where the individual has privacy to express their emotions
2. demonstrate **active listening** skills to support the individual to express their thoughts, feelings and distress.

Outcome 4 Support individuals who are bereaved

The learner can:

1. assess the individual's level of distress and their capacity for resilience
2. agree a programme of support with the individual and **others**
3. carry out own role within the support programme
4. support the individual to identify any changes they may need to make as a result of their loss
5. explain the importance of working at the individual's pace during the bereavement journey
6. support the individual to manage conflicting emotions, indecision or fear of the future.

Outcome 5 Understand the role of specialist agencies in supporting individuals who are bereaved

The learner can:

1. compare the roles of specialist agencies in supporting individuals who are bereaved
2. describe how to assess whether a bereaved individual requires specialist support
3. explain the importance of establishing agreement with the individual about making a referral to a specialist agency.

Outcome 6 Manage own feelings when providing support for individuals who are bereaved

The learner can:

1. identify ways to manage own feelings while providing support for an individual who is bereaved
2. use support systems to help manage own feelings.

Unit HSC 3035 Support individuals who are bereaved

Additional guidance

- An **individual** is someone requiring care or support
- **Active Listening** includes:
 - Ability to pick up on non-verbal cues
 - Listening for key words as signposts to emotions
 - Understanding the meaning of silence
 - Using body language and facial expression to indicate interest and empathy
- **Others** may include:
 - Carers
 - Friends and relatives
 - Line manager
 - Others who are important to the individual's well-being

Unit HSC 3038 Work in partnership with families to support individuals

Level: 3
Credit value: 4
UAN number: H/601/8147

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals.

Learning outcomes

There are **seven** learning outcomes to this unit.

The learner will:

1. Understand partnership working with families
2. Establish and maintain positive relationships with families
3. Plan shared approaches to the care and support of individuals with families
4. Work with families to access support in their role as carers
5. Exchange and record information about partnership work with families
6. Contribute to reviewing partnership work with families
7. Provide feedback about support for families

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 387 and HSC 388.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 3038 Work in partnership with families to support individuals

Assessment Criteria

Outcome 1 Understand partnership working with families

The learner can:

1. analyse the contribution of families to the care and/or support of **individuals**
2. identify factors that may affect the level of involvement of family members in care and/or support
3. describe dilemmas or conflicts that may arise when working in partnership with families to support individuals
4. explain how the attitudes of a worker affect partnership working with families.

Outcome 2 Establish and maintain positive relationships with families

The learner can:

1. interact with family members in ways that respect their culture, experiences and expertise
2. demonstrate dependability in carrying out actions agreed with families
3. describe principles for addressing dilemmas or conflicts that may arise in relationships with families.

Outcome 3 Plan shared approaches to the care and support of individuals with families

The learner can:

1. agree with the individual, family members and **others** the proposed outcomes of partnership working with a family
2. clarify own role, role of family members, and roles of others in supporting the individual
3. support family members to understand person centred approaches and **agreed ways of working**
4. plan ways to manage risks associated with sharing care or support
5. agree with the individual and family members processes for monitoring the shared support plan.

Outcome 4 Work with families to access support in their role as carers

The learner can:

1. work with family members to identify the support they need to carry out their role
2. provide accessible information about available **resources** for support
3. work with family members to access resources.

Outcome 5 Exchange and record information about partnership work with families

The learner can:

1. exchange information with the individual and family members about:
 - implementation of the plan
 - changes to needs and preferences
2. record information in line with agreed ways of working about:
 - progress towards outcomes
 - effectiveness of partnership working.

Outcome 6 Contribute to reviewing partnership work with families

The learner can:

1. agree criteria and processes for reviewing partnership work with families
2. agree criteria and processes for reviewing support for family members
3. encourage the individual and family members to participate in the review
4. carry out own role in the review of partnership working.

Outcome 7 Provide feedback about support for families

The learner can:

1. provide feed back to others about the support accessed by family members
2. report on any gaps in the provision of support for family members
3. describe ways to challenge information or support that is discriminatory or inaccessible.

Unit HSC 3038 Work in partnership with families to support individuals

Additional guidance

- An **individual** is someone requiring care or support
- **Others** may include:
 - organisations providing support to family members
 - other professionals
- **Resources** may include:
 - Materials and equipment
 - Training
 - Financial support
 - Transport
 - Support groups
 - Therapeutic services
 - Other professionals
- **Agreed ways of working** will include policies and procedures where they exist.

Unit HSC 3045 Promote positive behaviour

Level: 3
Credit value: 6
UAN number: F/601/3764

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support
2. Understand the context and use of proactive and reactive strategies
3. Promote positive behaviour
4. Respond appropriately to incidents of challenging behaviour
5. Support individuals and others following an incident of challenging behaviour
6. Review and revise approaches to promoting positive behaviour

Guided learning hours

It is recommended that **44** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 326, 337 and 398.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- Learning outcomes 3, 4, 5 & 6 must be assessed in real work environment.

Unit HSC 3045 Promote positive behaviour

Assessment Criteria

Outcome 1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

The learner can:

1. explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
2. define what is meant by restrictive interventions
3. explain when restrictive interventions may and may not be used
4. explain who needs to be informed of any incidents where restrictive interventions have been used
5. explain why the least restrictive interventions should always be used when dealing with incidents of **challenging behaviour**
6. describe safeguards that must be in place if restrictive physical interventions are used.

Outcome 2 Understand the context and use of proactive and reactive strategies

The learner can:

1. explain the difference between proactive and reactive strategies
2. identify the proactive and reactive strategies that are used within own work role
3. explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used
4. explain the importance of maintaining a person or child centred approach when establishing proactive strategies
5. explain the importance of reinforcing positive behaviour with individuals
6. evaluate the impact on an **individual's well being** of using reactive rather than proactive strategies.

Outcome 3 Promote positive behaviour

The learner can:

1. explain how a range of **factors** may be associated with challenging behaviours
2. evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
3. highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
4. demonstrate how to model to **others** best practice in promoting positive behaviour.

Outcome 4 Respond appropriately to incidents of challenging behaviour

The learner can:

1. identify types of challenging behaviours
2. demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
3. explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
4. demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour.

Outcome 5 Support individuals and others following an incident of challenging behaviour

The learner can:

1. demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
2. describe how an individual can be supported to reflect on an incident including:
 - how they were feeling at the time prior to and directly before the incident
 - their behaviour
 - the consequence of their behaviour
 - how they were feeling after the incident
3. describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour
4. demonstrate how to debrief others involved in an incident of challenging behaviour
5. describe the steps that should be taken to check for injuries following an incident of challenging behaviour.

Outcome 6 Review and revise approaches to promoting positive behaviour

The learner can:

1. work with others to analyse the **antecedent, behaviour and consequences** of an incident of challenging behaviour
2. work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
3. demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour.

Unit HSC 3045 Promote positive behaviour

Additional guidance

- **Challenging behaviour** may include behaviours that are:

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

- **Individual**

Child, young person or adult accessing a service

- **Well Being** e.g.

- Emotional
- Psychological
- Physical

- **Factors**

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

Others may include:

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

- **Antecedent, behaviour and consequences**

- **Antecedent** is what happens before the behaviour

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

- **Consequences** are what happened as a result of the behaviour

Unit HSC 3047 Support use of medication in social care settings

Level: 3
Credit value: 5
UAN number: F/601/4056

Unit aim

This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.

Learning outcomes

There are **eight** learning outcomes to this unit.

The learner will:

1. Understand the legislative framework for the use of medication in social care settings
2. Know about common types of medication and their use
3. Understand roles and responsibilities in the use of medication in social care settings
4. Understand techniques for administering medication
5. Receive, store and dispose of medication supplies safely
6. Know how to promote the rights of the individual when managing medication
7. Support use of medication
8. Record and report on use of medication

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 375, HSC 221 and HSC 236.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 3047 Support use of medication in social care settings

Assessment Criteria

Outcome 1 Understand the legislative framework for the use of medication in social care settings

The learner can:

1. identify legislation that governs the use of medication in social care settings
2. outline the legal classification system for medication
3. explain how and why policies and procedures or **agreed ways of working** must reflect and incorporate legislative requirements.

Outcome 2 Know about common types of medication and their use

The learner can:

1. identify common types of medication
2. list conditions for which each type of medication may be prescribe
3. describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication.

Outcome 3 Understand roles and responsibilities in the use of medication in social care settings

The learner can:

1. describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
2. explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements.

Outcome 4 Understand techniques for administering medication

The learner can:

1. describe the routes by which medication can be administered
2. describe different forms in which medication may be presented
3. describe materials and equipment that can assist in administering medication.

Outcome 5 Receive, store and dispose of medication supplies safely

The learner can:

1. demonstrate how to receive supplies of medication in line with agreed ways of working
2. demonstrate how to store medication safely
3. demonstrate how to dispose of un-used or unwanted medication safely.

Outcome 6 Know how to promote the rights of the individual when managing medication

The learner can:

1. explain the importance of the following principles in the use of medication
 - consent
 - self-medication or **active participation**
 - dignity and privacy
 - confidentiality
2. explain how risk assessment can be used to promote an individual's independence in managing medication
3. describe how ethical issues that may arise over the use of medication can be addressed.

Outcome 7 Support use of medication

The learner can:

1. demonstrate how to access information about an individual's medication
2. demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation
3. demonstrate strategies to ensure that medication is used or administered **correctly**
4. demonstrate how to address any **practical difficulties** that may arise when medication is used
5. demonstrate how and when to access further information or support about the use of medication.

Outcome 8 Record and report on use of medication

The learner can:

1. demonstrate how to record use of medication and any changes in an individual associated with it
2. demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working.

Unit HSC 3047 Support use of medication in social care settings

Additional guidance

- **Agreed ways of working** will include policies and procedures where these exist
- An **individual** is someone requiring care or support
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient
- Using medication **correctly** must ensure that the individual receives:
 - The correct medication
 - In the correct dose
 - By the correct route
 - At the correct time
 - With agreed support
 - With respect for dignity and privacy
- **Practical difficulties** may include:
 - Lost medication
 - Missed medication
 - Spilt medication
 - An individual's decision not to take medication
 - Difficulty in taking medication in its prescribed form
 - Wrong medication used
 - Vomiting after taking medication
 - Adverse reaction
 - Discrepancies in records or directions for use

Unit HSC 3048 Support individuals at the end of life

Level: 3
Credit value: 7
UAN number: T/601/9495

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.

Learning outcomes

There are **ten** learning outcomes to this unit.

The learner will:

1. Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life
2. Understand factors affecting end of life care
3. Understand advance care planning in relation to end of life care
4. Provide support to individuals and key people during end of life care
5. Understand how to address sensitive issues in relation to end of life care
6. Understand the role of organisations and support services available to individuals and key people in relation to end of life care
7. Access support for the individual or key people from the wider team
8. Support individuals through the process of dying
9. Take action following the death of individuals
10. Manage own feelings in relation to the dying or death of individuals

Guided learning hours

It is recommended that **53** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 385.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Unit HSC 3048 Support individuals at the end of life

Assessment Criteria

Outcome 1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life

The learner can:

1. outline legal requirements and **agreed ways of working** designed to protect the rights of individuals in end of life care
2. explain how **legislation** designed to protect the rights of individuals in end of life care applies to own job role.

Outcome 2 Understand factors affecting end of life care

The learner can:

1. outline key points of theories about the emotional and psychological processes that **individuals** and **key people** may experience with the approach of death
2. explain how the beliefs, religion and culture of individuals and key people influence end of life care
3. explain why key people may have a distinctive role in an individual's end of life care
4. explain why support for an individual's health and well-being may not always relate to their terminal condition.

Outcome 3 Understand advance care planning in relation to end of life care

The learner can:

1. describe the benefits to an individual of having as much control as possible over their end of life care
2. explain the purpose of **advance care planning** in relation to end of life care
3. describe own role in supporting and recording decisions about advance care planning
4. outline ethical and legal issues that may arise in relation to advance care planning.

Outcome 4 Provide support to individuals and key people during end of life care

The learner can:

1. support the individual and key people to explore their thoughts and feelings about death and dying
2. provide support for the individual and key people that respects their beliefs, religion and culture
3. demonstrate ways to help the individual feel respected and valued throughout the end of life period
4. provide information to the individual and/or key people about the individual's illness and the support available
5. give examples of how an individual's well-being can be enhanced by:
 - environmental factors
 - non-medical interventions
 - use of equipment and aids
 - alternative therapies
6. contribute to partnership working with key people to support the individual's well-being.

Outcome 5 Understand how to address sensitive issues in relation to end of life care

The learner can:

1. explain the importance of recording significant conversations during end of life care
2. explain factors that influence who should give significant news to an individual or key people
3. describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
4. analyse ways to address such conflicts.

Outcome 6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care

The learner can:

1. describe the role of **support organisations and specialist services** that may contribute to end of life care
2. analyse the role and value of an advocate in relation to end of life care
3. explain how to establish when an advocate may be beneficial
4. explain why support for spiritual needs may be especially important at the end of life
5. describe a range of sources of support to address spiritual needs.

Outcome 7 Access support for the individual or key people from the wider team

The learner can:

1. identify when support would best be offered by **other members of the team**
2. liaise with other members of the team to provide identified support for the individual or key people.

Outcome 8 Support individuals through the process of dying

The learner can:

1. carry out own role in an individual's care
2. contribute to addressing any distress experienced by the individual promptly and in agreed ways
3. adapt support to reflect the individual's changing needs or responses
4. assess when an individual and key people need to be alone.

Outcome 9 Take action following the death of individuals

The learner can:

1. explain why it is important to know about an individual's wishes for their after-death care
2. carry out **actions** immediately following a death that respect the individual's wishes and follow agreed ways of working
3. describe ways to support key people immediately following an individual's death.

Outcome 10 Manage own feelings in relation to the dying or death of individuals

The learner can:

1. identify ways to manage own feelings in relation to an individual's dying or death
2. utilise support systems to deal with own feelings in relation to an individual's dying or death.

Unit HSC 3048 Support individuals at the end of life

Additional guidance

- **Legislation and agreed ways of working** will include policies and procedures where these apply, and may relate to:
 - equality, diversity and discrimination
 - data protection, recording, reporting, confidentiality and sharing information
 - the making of wills and living wills
 - dealing with personal property of deceased people
 - removal of medical equipment from deceased people
 - visitors
 - safeguarding of vulnerable adults
- **Systems for advance care planning** may include:
 - Gold Standard Framework
 - Preferred Priorities for Care
- An **individual** is the person requiring end of life care
- **Key people** may include:
 - Family members
 - Friends
 - Others who are important to the well-being of the individual
- **Support organisations and specialist services** may include:
 - nursing and care homes
 - specialist palliative care services
 - domiciliary, respite and day services
 - funeral directors
- **Other members of the team** may include:
 - line manager
 - religious representatives
 - specialist nurse
 - occupational or other therapist
 - social worker
 - key people
- **Actions** may include:
 - Attending to the body of the deceased
 - Reporting the death through agreed channels
 - Informing key people
- **Agreed ways of working** will include policies and procedures where these exist.

Unit HSC 3049 Prepare environments and resources for use during healthcare activities

Level: 2
Credit value: 3
UAN number: R/601/8824

Unit aim

This unit is aimed at health and social care staff who prepare for individual's health care intervention, treatment or therapy and ensure that the environment is cleaned, cleared and left ready for the next intended use.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand how to prepare and manage environments and resources for use during healthcare activities
2. Prepare environments, medical equipment, devices and resources for use during healthcare activities
3. Ensure that environments and resources are ready for their next intended use

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 360 (Gen 6).

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 3049 Prepare environments and resources for use during healthcare activities

Assessment Criteria

Outcome 1 Understand how to prepare and manage environments and resources for use during healthcare activities

The learner can:

1. explain how the environment is prepared, maintained and cleaned to ensure it is ready for the healthcare activity
2. describe the roles and responsibilities of team members in the preparation and management of the environment and resources
3. explain how to investigate, make the necessary adjustments to and report problems with the environment
4. describe the impact of environmental changes on resources including their storage and use.

Outcome 2 Prepare environments, medical equipment, devices and resources for use during healthcare activities

The learner can:

1. apply health and safety measures relevant to the healthcare activity and environment
2. apply standard precautions for infection prevention and control
3. ensure conditions within the immediate environment are set at levels which maintain individual comfort
4. ensure that all essential resources are available in advance of planned healthcare activities
5. ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out
6. report any problems with medical equipment, devices and resources as required
7. demonstrate the relevant equipment and medical devices are selected, prepared and functioning within the agreed parameters prior to use
8. prepare resources for the activity in line with clinical governance.

Outcome 3 Ensure that environments and resources are ready for their next intended use

The learner can:

1. describe the importance of ensuring that environments are ready for their next use
2. outline the factors that influence the readiness of environments for use in health care activities
3. clean and make safe re-useable items prior to storage in accordance with agreed policies
4. dispose of used, damaged or out of date items safely
5. return un-opened, unused and surplus resources to the correct location for storage
6. monitor the available levels of consumable materials used in healthcare activities
7. replenish consumable materials used in healthcare activities in accordance with protocols
8. ensure all information is accurately recorded as specified in local policies.

Unit HSC 3050 Prepare for and carry out extended feeding techniques

Level: 3
Credit value: 4
UAN number: A/601/8980

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals nutritional and fluid intake.

Learning outcomes

There are **seven** learning outcomes to this unit.

The learner will:

1. Understand anatomy and physiology in relation to extended feeding
2. Understand extended feeding techniques
3. Understand legislation and agreed ways of working when using extended feeding techniques
4. Manage risks relating to extended feeding
5. Prepare for extended feeding
6. Carry out and complete extended feeding techniques
7. Maintain records and report on extended feeding

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS 17.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit HSC 3050 Prepare for and carry out extended feeding techniques

Assessment Criteria

Outcome 1 Understand anatomy and physiology in relation to extended feeding

The learner can:

1. explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding
2. explain the importance of fluid and nutritional balance to the health of individuals
3. describe **conditions** where feeding may be undertaken by extended methods.

Outcome 2 Understand extended feeding techniques

The learner can:

1. explain techniques for extended feeding
2. describe equipment and materials that may be used for extended feeding
3. describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences
4. describe how to recognise and deal with adverse reactions which may occur
 - during procedures
 - following procedures.

Outcome 3 Understand legislation and agreed ways of working when using extended feeding techniques

The learner can:

1. explain legislation, protocols and **agreed ways of working** that affect working practices related to extended feeding
2. explain the importance of following procedures exactly as specified.

Outcome 4 Manage risks relating to extended feeding

The learner can:

1. identify potential risks associated with extended feeding
2. describe the potential sources and consequences of contamination
3. explain why it is important to
 - maintain the correct level of cleanliness
 - pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area
4. apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure
5. dispose of
 - used equipment, materials and feeds
 - body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working.

Outcome 5 Prepare for extended feeding

The learner can:

1. ensure that adequate and relevant fluids, feeds and equipment are available
2. confirm the identity of the individual prior to carrying out the activity
3. obtain **valid consent** from the individual prior to carrying out the planned activity
4. confirm equipment and materials are
 - appropriate to the procedure
 - fit for purpose
5. position an individual to ensure safety and comfort and facilitate the method of extended feeding.

Outcome 6 Carry out and complete extended feeding techniques

The learner can:

1. attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual
2. carry out extended feeding **safely and according to the individual's plan of care**
3. observe an individual throughout the activity and respond to any adverse reactions
4. ensure the comfort of the individual following extended feeding.

Outcome 7 Maintain records and report on extended feeding

The learner can:

1. complete **required records**
2. identify **others** who may be involved in reviewing the nutritional and fluid intake of an individual
3. report any findings about the process and the individual which may have an impact on the care plan.

Unit HSC 3050 Prepare for and carry out extended feeding techniques

Additional guidance

- **Conditions** may be:
 - temporary
 - permanent
- **Agreed ways of working** will include policies and procedures and guidelines where these exist
- **Valid consent** must be in line with agreed UK country definition
- **Safely and according to the individual's plan of care** will include:
 - at an appropriate time
 - using agreed techniques
 - using equipment in line with safety instructions
 - optimising the individual's comfort and dignity and minimising pain and trauma
- **Required records** are those indicated in an individual's care plan and may include:
 - fluid balance
 - weight
 - skin condition
 - observations during extended feeding
 - adverse reactions
 - monitoring over time
- **Others** may include:
 - The individual
 - Family members
 - Advocate
 - Line manager
 - Other professionals

Unit L2EFAW Emergency first aid skills

Level: 2
Credit value: 1
UAN number: Y/600/1250

Unit aim

Purpose of this unit is for learners to attain the knowledge and practical competences required to deal with the range of emergency first aid situations contained in this unit.

The aims are for learners to demonstrate the practical administration of safe, prompt, effective first aid in emergency situations with an understanding of the role of the first aider including equipment, record keeping and basic hygiene.

Learning outcomes

There are **eight** learning outcomes to this unit.

The learner will:

1. Understand the role and responsibilities of an emergency first aider
2. Know how to assess an incident
3. Manage an unresponsive casualty who is breathing normally
4. Manage an unresponsive casualty who is not breathing normally
5. Recognise and assist a casualty who is choking
6. Manage a casualty who is wounded and bleeding
7. Manage a casualty who is in shock
8. Understand how to manage a casualty with a minor injury

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to L2EFAW.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Unit L2EFAW Emergency first aid skills

Assessment Criteria

Outcome 1 Understand the role and responsibilities of an emergency first aider

The learner can:

1. identify the role and responsibilities of an emergency first aider
2. describe how to minimise the risk of infection to self and others
3. describe how to complete an incident report form
4. identify the first aid equipment available and describe how it can be used safely.

Outcome 2 Know how to assess an incident

The learner can:

1. describe how to conduct a scene survey
2. describe how to make a primary survey of a casualty
3. identify when and how to call for help.

Outcome 3 Manage an unresponsive casualty who is breathing normally

The learner can:

1. demonstrate how to assess a casualty's level of consciousness
2. demonstrate how to open a casualty's airway and check breathing
3. demonstrate how to place an unconscious casualty into the recovery position that maintains an open airway and explain why it is important
4. describe how to treat a casualty who is in seizure.

Outcome 4 Manage an unresponsive casualty who is not breathing normally

The learner can:

1. demonstrate how to administer effective Cardio Pulmonary Resuscitation using a manikin.

Outcome 5 Recognise and assist a casualty who is choking

The learner can:

1. describe how to identify a casualty with a partially and completely blocked airway obstruction
2. demonstrate how to treat a casualty who is choking.

Outcome 6 Manage a casualty who is wounded and bleeding

The learner can:

1. demonstrate how to control severe external bleeding.

Outcome 7 Manage a casualty who is in shock

The learner can:

1. describe signs and symptoms of shock
2. demonstrate how to manage a casualty who is in shock.

Outcome 8 Understand how to manage a casualty with a minor injury

The learner can:

1. describe how to manage a casualty with:
 - small cuts, grazes and bruises
 - minor burns and scalds
 - small splinters.

Unit LD 202 Support person-centred thinking and planning

Level: 2
Credit value: 5
UAN number: L/601/6442

Unit aim

This unit is aimed at those who work in a range of health and social care settings. Person-centred thinking and planning reflects what is important to individuals and supports them to live the life they choose. This unit provides knowledge about the principles and processes of person-centred thinking, planning and reviews. It also requires demonstration of the skills and attitudes required to support person-centred thinking.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand the principles and practice of person-centred thinking, planning and reviews
2. Understand the context within which person-centred thinking and planning takes place
3. Understand own role in person-centred planning, thinking and reviews
4. Apply person-centred thinking in relation to own life
5. Implement person-centred thinking and person-centred reviews

Guided learning hours

It is recommended that **34** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 25.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- LO 5 must be assessed in a real work situation.

Unit LD 202 Support person-centred thinking and planning

Assessment Criteria

Outcome 1 Understand the principles and practice of person-centred thinking, planning and reviews

The learner can:

1. identify the beliefs and values on which person-centred thinking and planning is based
2. define person-centred thinking, person-centred planning and person-centred reviews
3. describe the difference that person-centred thinking can make to **individuals** and their families
4. describe examples of **person-centred thinking tools**
5. explain what a 'one page profile' is
6. describe the person-centred review process.

Outcome 2 Understand the context within which person-centred thinking and planning takes place

The learner can:

1. outline current legislation, policy and guidance underpinning person-centred thinking and planning
2. describe the relationship between person-centred planning and personalised services
3. identify ways that person-centred thinking can be used:
 - with individuals
 - in **teams**.

Outcome 3 Understand own role in person-centred planning, thinking and reviews

The learner can:

1. describe own role in person-centred thinking, planning and reviews when supporting individuals
2. identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
3. describe how these challenges might be overcome.

Outcome 4 Apply person-centred thinking in relation to own life

The learner can:

1. demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working
2. describe own relationship circle
3. describe how helpful using a person-centred thinking tool was to identify actions in relation to own life
4. describe how to prepare for own person-centred review.

Outcome 5 Implement person-centred thinking and person-centred reviews

The learner can:

1. use person-centred thinking to know and act on what is important to the individual
2. establish with the individual how they want to be supported
3. use person-centred thinking to know and respond to how the individual communicates
4. be responsive to how an individual makes decisions to support them to have maximum choice and control in their life
5. support the individual in their relationships and in being part of their community using person-centred thinking
6. ensure that the individual is central to the person-centred review process
7. explain how to ensure that actions from a review happen.

Unit LD 202 Support person-centred thinking and planning

Additional guidance

- An **individual** is someone requiring care or support
- **Person-centred thinking tools** include:
 - Important to/for (recorded as a one page profile)
 - Working/Not working
 - The doughnut
 - Matching staff
 - Relationship circle
 - Communication charts
 - 4 plus 1 questions
 - Citizenship tool
 - Decision making agreement
 - Presence to contribution
 - Dreaming
- **Community connecting related tools:**
 - Who am I? My gifts and capacities
 - Hopes and Fears
 - Mapping our network
 - Passion audit
 - Capacity mapping
 - Who am I – My places
- **Teams** – A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan

Unit LD 203 Provide active support

Level: 2
Credit value: 3
UAN number: Y/601/7352

Unit aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills to providing active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand how active support translates values into person-centred practical action with an individual
2. Interact positively with individuals to promote participation
3. Implement person-centred daily plans to promote participation
4. Maintain person-centred records of participation

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Links to HSC 25 and 234.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit LD 203 Provide active support

Assessment Criteria

Outcome 1 Understand how active support translates values into person-centred practical action with an individual

The learner can:

1. explain how the key characteristics of active **support** differ from the **hotel model**
2. define the terms:
 - promoting independence
 - informed choice
 - valued life
3. explain how use of **active support** can promote independence, informed choice and a valued life.

Outcome 2 Interact positively with individuals to promote participation

The learner can:

1. explain the three elements in **positive interaction** that promote an individual's participation in activity
2. break a routine task into manageable steps for an individual
3. provide different **levels of help** to support an individual to participate in a task or activity
4. **positively reinforce** an individual's participation in an activity.

Outcome 3 Implement person-centred daily plans to promote participation

The learner can:

1. provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement
2. use a structured person-centred format to ensure that a **valued range of activities** for an individual is available
3. use a structured format to plan support for an individual to participate in activities.

Outcome 4 Maintain person-centred records of participation

The learner can:

1. record an individual's participation in activities
2. describe changes in an individual's participation over time
3. report the extent to which an individual's participation represents the balance of activity associated with a **valued lifestyle**.

Unit LD 203 Provide active support

Additional guidance

- **Active Support** - A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.
- **Individual** is someone requiring care or support
- **Hotel model** - refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities.
- **Positive interaction** refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.
- **Levels of help** - refers to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.
- **Positively reinforcing** - refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (eg. drinking a cup of tea the individual has just made) or other things that the individual particularly likes (eg. praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.
- **Valued range of activities** refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.
- **Valued lifestyle** refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

Unit LD 206C Support individuals to maintain personal hygiene

Level: 2
Credit value: 2
UAN number: K/601/9963

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support an individual in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as potential contributory factors to poor personal hygiene.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand the importance of good personal hygiene
2. Support individuals to maintain personal hygiene
3. Understand when poor hygiene may be an indicator of other underlying personal issues

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 27, 29, 218, 219, 220.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

- Learning outcome 2 must be assessed in a real work environment.

Unit LD 206C Support individuals to maintain personal hygiene

Assessment Criteria

Outcome 1 Understand the importance of good personal hygiene

The learner can:

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

Outcome 2 Support individuals to maintain personal hygiene

The learner can:

1. support an individual to understand **factors** that contribute to good personal hygiene
2. address personal hygiene issues with the individual in a sensitive manner without imposing own values
3. support the individual to develop awareness of the effects of poor hygiene on others
4. support the **preferences and needs** of the individual while maintaining their independence
5. describe how to **maintain dignity** of an individual when supporting intimate personal hygiene
6. identify **risks** to own health in supporting an individual with personal hygiene routines
7. reduce risks to own health when supporting the individual with personal hygiene routines
8. identify **others** who may be involved in supporting the individual to maintain personal hygiene.

Outcome 3 Understand when poor hygiene may be an indicator of other underlying personal issues

The learner can:

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

Unit LD 206C Support individuals to maintain personal hygiene

Additional guidance

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

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

Unit LD 208C Contribute to supporting individuals with a learning disability to access healthcare

Level: 2
Credit value: 3
UAN number: J/602/0036

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting an individual to access and use healthcare services.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare
2. Understand the function of different healthcare services that an individual with a learning disability may need to access
3. Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with a learning disability
4. Contribute to plans for healthcare with individuals with a learning disability
5. Support individuals to overcome barriers to accessing healthcare services
6. Support individuals with a learning disability to use healthcare services

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 26 and 225.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit LD 208C **Contribute to supporting individuals with a learning disability to access healthcare**

Assessment Criteria

Outcome 1 Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare

The learner can:

1. outline what is meant by a rights based approach to accessing healthcare
2. identify legislation which supports a rights based approach to accessing healthcare
3. describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to **individuals** with a learning disability
4. explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance
5. describe the actions to take if an individual cannot give informed consent to the treatment.

Outcome 2 Understand the function of different healthcare services that an individual with a learning disability may need to access

The learner can:

1. list a range of **healthcare services** that an individual with a learning disability may need to access
2. describe the work of each type of healthcare service
3. outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access.

Outcome 3 Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with a learning disability

The learner can:

1. explain how **plans for healthcare** can be of benefit to an individual with a learning disability
2. identify a range of regular health checks that an individual may have to support good health and well being
3. outline how missing regular health checks can impact on the individual's health and wellbeing.

Outcome 4 Contribute to plans for healthcare with individuals with a learning disability

The learner can:

1. work with an individual and **others** to identify healthcare services the individual may require
2. agree with the individual and others the type and level of support the individual may require to access healthcare services
3. demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan
4. contribute to the review of plans for healthcare with the individual and others.

Outcome 5 Support individuals to overcome barriers to accessing healthcare services

The learner can:

1. identify **barriers** to accessing healthcare services that an individual with a learning disability may experience
2. identify reasons why an individual may be reluctant to access healthcare services
3. demonstrate ways to overcome barriers to accessing healthcare services
4. support the individual to access information about healthcare services in their preferred format.

Outcome 6 Support individuals with a learning disability to use healthcare services

The learner can:

1. provide agreed support to enable the individual to use healthcare services
2. support the individual to understand the reasons why they are being offered treatment
3. support the individual to understand the short and long term effects of treatment
4. ensure the individual is able to give informed consent to their treatment in line with current legislation
5. record details of a healthcare visit in a format that the individual can understand
6. ensure that information is shared in line with agreed ways of working.

Unit LD 208C Contribute to supporting individuals with a learning disability to access healthcare

Additional guidance

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

- An **individual** is someone requiring care or support
- **Healthcare services** may include:
 - Primary healthcare services
 - Acute healthcare services
 - Specialist healthcare services
 - Community healthcare services
- **Plans for healthcare:** in England this refers to / should include Health Action Plans
- **Others** may include
 - The individual
 - Colleagues
 - Families or carers
 - Friends
 - Other professionals
 - Members of the public
 - Advocates
- **Barriers** will include personal barriers as well as external barriers.

Unit LD 311C Support young people with a disability to make the transition into adulthood

Level: 3
Credit value: 5
UAN number: F/602/0049

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to support young people with a disability to move from childhood into adulthood.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

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

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

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

Unit LD 311C Support young people with a disability to make the transition into adulthood

Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

Outcome 4 Support a young person with a disability through transition into adulthood

The learner can:

1. explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
2. support a young person to explore **options for their future**
3. use **person-centred thinking** to identify with the young person their needs and aspirations
4. use person-centred thinking to develop with the young person a plan to support them through transition
5. involve families in the transition process according to the wishes of the young person
6. identify ways to provide **resources** to meet needs
7. explain the role of **key agencies and professionals** likely to be involved in the transition process
8. outline possible areas of tension and conflict that may arise during the transition into adulthood.

Outcome 5 Support a young person to reflect on the transition

The learner can:

1. use **person centred approaches** with the young person to review their transition plan and ensure it reflects their needs
2. support a young person to record the transition and what has happened in their life in order to plan for the future.

Unit LD 311C Support young people with a disability to make the transition into adulthood

Additional guidance

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

- **Families** may also include others significant to the young person such as guardians, carers, friends, partners etc.
- **Legislation and local and national practice guidelines** - current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood
- **Options for their future** – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc
- **Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.
- **Resources** may include personal budgets, conventional services, support of family and friends
- **Key agencies and professionals** – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice etc
- **Person centred approaches** - in England this will include Person Centred Transition Plans.

Unit LD 312 Support parents with disabilities

Level: 3
Credit value: 6
UAN number: K/601/7047

Unit aim

This unit is aimed at those who work in wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the need of the parent it also highlights the needs of the child(ren).

Learning outcomes

There are **seven** learning outcomes to this unit.

The learner will:

1. Understand the legislative and policy frameworks that underpins good practice in the support of parents with disabilities
2. Understand the support parents with disabilities may need
3. Support parents with disabilities
4. Support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children
5. Develop positive working relationships with parents with disabilities
6. Work in partnership with other workers, different services and informal support networks
7. Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 333, 388, 392.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit LD 312 Support parents with disabilities

Assessment Criteria

Outcome 1 Understand the legislative and policy frameworks that underpins good practice in the support of parents with disabilities

The learner can:

1. outline the policy, legislation and guidance relevant to supporting **individuals** with disabilities to have children and bring them up in a safe and nurturing environment
2. explain the **statutory responsibilities** placed on organisations towards families and children who are in need.

Outcome 2 Understand the support parents with disabilities may need

The learner can:

1. explain the support provided by adults and children's services to a family receiving support from both
2. explain the ways in which independent advocates can play an important role in the support of parents with disabilities
3. explain the benefits of providing support to families at the earliest stage possible.

Outcome 3 Support parents with disabilities

The learner can:

1. assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support
2. develop flexible support strategies to meet families' needs at the different stages of the child's development
3. implement support strategies to meet families' needs
4. evaluate support strategies to ensure they continue to meet the needs of the family.

Outcome 4 Support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children

The learner can:

1. analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need'
2. explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities
3. support individuals with disabilities to overcome **barriers** to successful parenting
4. work in a way that promotes individuals' self-determination and self-confidence in their role as parents
5. support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances.

Outcome 5 Develop positive working relationships with parents with disabilities

The learner can:

1. analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have
2. use evidence based approaches in developing positive relationships with parents with disabilities.

Outcome 6 Work in partnership with other workers, different services and informal support networks

The learner can:

1. plan how to involve relevant services to support parents with disabilities and/or their children
2. access relevant services to support parents with disabilities and/or their children
3. demonstrate ways of helping to create, enhance and work with informal support networks.

Outcome 7 Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child

The learner can:

1. explain own role and responsibilities in relation to safeguarding children
2. identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary
3. describe the action to take in response to any concerns regarding safeguarding children
4. explain the types of support the child may need in his/her own right
5. describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures.

Unit LD 312 Support parents with disabilities

Additional guidance

- An **individual** is someone requiring care or support
- **Statutory responsibilities** refers to those outlined in the Children Act 1989
- **Barriers** refers to external factors and may include: prejudice and negative stereotypes, social exclusion (poverty; poor housing; hate crime, bullying and harassment; lack of social networks etc) and access to services and information
- **Other workers** would include people supporting individuals within the family or the family as a whole. This may include for example: independent advocates, social workers, teachers, health practitioners etc

Unit LD 314C Support individuals with self-directed support

Level: 3
Credit value: 5
UAN number: J/602/0053

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this unit.

Learning outcomes

There are **six** learning outcomes to this unit.

The learner will:

1. Understand self-directed support
2. Understand how to support individuals to direct their own support and develop their support plan
3. Understand the different ways that individuals can use their personal budget
4. Support individuals to direct their support
5. Support individuals to use their personal budget in different ways
6. Support individuals with an outcome-focused review

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 35.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit LD 314C Support individuals with self-directed support

Assessment Criteria

Outcome 1 Understand self-directed support

The learner can:

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

Outcome 2 Understand how to support individuals to direct their own support and develop their support plan

The learner can:

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

Outcome 3 Understand the different ways that individuals can use their personal budget

The learner can:

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

Outcome 4 Support individuals to direct their support

The learner can:

1. support an **individual** to express what is important to them in how they want to be supported in the future
2. use person-centred thinking tools to support an individual to have maximum choice and control in their life
3. use **person-centred thinking tools** to support an individual to develop their support plan
4. support an individual to identify any **others** who could work with them to develop their support plan.

Outcome 5 Support individuals to use their personal budget in different ways

The learner can:

1. support an individual to understand the different ways they could develop their support plan
2. support an individual to understand what restrictions may be imposed on their personal budget
3. support an individual to think about different options for spending their personal budget
4. demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget.

Outcome 6 Support individuals with an outcome-focused review

The learner can:

1. explain the process of an outcome-focused review
2. support an individual to prepare for an outcome-focused review
3. support an individual to be at the centre of the review process.

Unit LD 314C Support individuals with self-directed support

Additional guidance

- **Self-directed support** – puts the person in need of support in control of that support
- An **individual** is someone requiring care or support
- **Legislation, policy or guidance** – refers to any current legislation or guidance around this area
- **Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.
- **Others** may include:
 - Families, friends or carers
 - social workers
 - brokers
 - peer support
 - voluntary user-led organisations
 - independent support brokerage
- **Person-centred thinking tools** include:
 - Important to/for (recorded as a one page profile)
 - Working/Not working
 - The doughnut
 - Matching staff
 - Relationship circle
 - Communication charts
 - plus 1 questions
 - Citizenship tool
 - Decision making agreement
 - Presence to contribution
 - Dreaming
 - Community connecting related tools:
 - Who am I? My gifts and capacities
 - Hopes and Fears
 - Mapping our network
 - Passion audit
 - Capacity mapping
 - Who am I – My places

Unit PD OP2.2 Work with other professionals and agencies to support individuals with a physical disability

Level: 2
Credit value: 3
UAN number: Y/601/6170

Unit aim

This unit is aimed at those who provide care or support to individuals with physical disabilities in a wide range of settings. It relates to the need to work with other professionals and agencies and to be aware of specialist provision and support.

Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

1. Understand types of social care provision for individuals with physical disabilities
2. Understand the range of support provided by other professionals and agencies working with individuals with physical disabilities
3. Work in partnership with other professionals and agencies to support individuals with physical disabilities

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit PD OP2.2 Work with other professionals and agencies to support individuals with a physical disability

Assessment Criteria

Outcome 1 Understand types of social care provision for individuals with physical disabilities

The learner can:

1. describe different social care provision for individuals
2. describe the different types of **support and assistance** that may be required at home
3. describe the types of support an individual may require in the community/workplace
4. identify equipment that may be used by the individual
 - in the home
 - in the community/workplace.

Outcome 2 Understand the range of support provided by other professionals and agencies working with individuals with physical disabilities

The learner can:

1. identify agencies and other professionals who provide support to individuals
2. describe the roles of **professionals** supporting individuals with physical disabilities
3. describe the services provided by **agencies** working with individuals
4. explain why it is important for different agencies to work together.

Outcome 3 Work in partnership with other professionals and agencies to support individuals with physical disabilities

The learner can:

1. Work in partnership with other professionals and agencies for the benefit of the individual
2. use effective communication with other professionals and agencies
3. involve the individual in joint working with other professionals and agencies
4. record the involvement of other professionals and agencies accurately in line with procedures or **agreed ways of working**.

Unit PD OP2.2 Work with other professionals and agencies to support individuals with a physical disability

Additional guidance

- **Support and assistance** can include
 - Personal care
 - Rehabilitation support
 - Assistance with medication
 - Meal preparation
- **A range of professionals** can include
 - Physiotherapist
 - Occupational Therapist
 - Nurse
 - GP
 - Social Worker
 - Dietician
 - Speech and Language Therapist
- **Agencies** –this includes agencies which specialise in providing services to individuals with physical disabilities, advocacy, benefits advice
- **Agreed ways of working** – where the learner works directly for an individual with disabilities, this is ways of working that have been agreed with the individual directly.

Unit PD OP2.4 Support families of individuals with acquired brain injury

Level: 2
Credit value: 3
UAN number: T/601/5804

Unit aim

This unit is aimed at those whose role involves supporting families of people with an acquired brain injury. It covers the impact on the family/carers and it addresses the importance of supporting the family and working in partnership with them in addressing their needs.

Learning outcomes

There are **five** learning outcomes to this unit.

The learner will:

1. Understand the importance of working in a family centred way
2. Understand the long term effects of acquired brain injury on the family
3. Apply legislation that is relevant to carers of individuals with acquired brain injury
4. Support families and friends who hold the primary caring role
5. Know the support available from other professionals and agencies

Guided learning hours

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Unit PD OP2.4 Support families of individuals with acquired brain injury

Assessment Criteria

Outcome 1 Understand the importance of working in a family centred way

The learner can:

1. identify the family's needs and wishes
2. explain the importance of the family's needs being fully taken into consideration.

Outcome 2 Understand the long term effects of acquired brain injury on the family

The learner can:

1. describe changes that may occur for family and friends as a result of caring for an **individual** with acquired brain injury
2. identify the long term consequences on a family caring for an individual who is
 - minimally responsive
 - severe
 - mild to moderateas a result of acquired brain injury
3. describe the potential impact on families from:
 - **Personality changes** in the individual
 - Lack of **self awareness**
 - The individual's increased dependence.

Outcome 3 Apply legislation that is relevant to carers of individuals with acquired brain injury

The learner can:

1. identify the legislation and policy specific to carers
2. apply to own practice the key principles in legislation regarding carers.

Outcome 4 Support families and friends who hold the primary caring role

The learner can:

1. communicate with the family to identify what supports they may need
2. demonstrate listening and communication skills when supporting primary carer(s)
3. contribute to the assessment of the primary carer's needs
4. identify any additional support needs with the **primary carer(s)**
5. record and report additional needs of primary carers.

Outcome 5 Know the support available from other professionals and agencies

The learner can:

1. identify professionals and agencies who will provide support to families of an individual with brain injury
2. explain when referrals would be made to **other professionals or agencies**.

Unit PD OP2.4 Support families of individuals with acquired brain injury

Additional guidance

- **Family centred way** is where the family are put at the centre of the work. Advice and information are sought from them. The learner works in partnership with them and does not intrude in the family's contribution with the individual.
- **The individual** is the person requiring support. An advocate may need to act on behalf of an individual.
- **Personality changes**
 - Irritability
 - Disinhibited behaviour
 - Frustration
 - Loss of social skills
 - Lack of self awareness
- **Self awareness** - ability to understand the impact of behaviour on others
- **Primary carer(s)**
 - Spouse/Partner
 - Parents
 - Siblings
 - Children
 - Grandparents
 - Friends or identified next of kin outside of immediate family but who are primary carers
- **Other professionals or Agencies** may include:
 - Carers organisations
 - Social Workers
 - GPs
 - Supervisor
 - Advocate
 - Carers/family members
 - Colleagues

Unit SS OP2.2 Support effective communication with individuals with a sensory loss

Level: 2
Credit value: 3
UAN number: K/601/3449

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills required to support effective communication with individuals with sensory loss.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Know different methods that can support communication with individuals with sensory loss
2. Use different methods of communication with individuals with sensory loss
3. Understand how the environment impacts on communication with individuals with sensory loss
4. Utilise the environment for effective communication with individuals with sensory loss

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

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

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Unit SS OP2.2 Support effective communication with individuals with a sensory loss

Assessment Criteria

Outcome 1 Know different methods that can support communication with individuals with sensory loss

The learner can:

1. identify specific methods of communication that may be used with individuals with sensory loss that utilise hearing, vision and touch
2. describe how specific different methods enable communication with individuals with sensory loss
3. explain where additional information and support can be accessed in relation to communication with individuals with sensory loss.

Outcome 2 Use different methods of communication with individuals with sensory loss

The learner can:

1. explain how the use of specific methods of communication used by individuals has been agreed
2. use agreed specific methods of communication with individuals
3. make adjustments to communication with individuals where there is difficulty in understanding
4. provide feedback to others on the effectiveness of methods of communication.

Outcome 3 Understand how the environment impacts on communication with individuals with sensory loss

The learner can:

1. identify environmental factors that can promote communication with individuals with sensory loss
2. identify environmental factors that can hinder communication with individuals with sensory loss.

Outcome 4 Utilise the environment for effective communication with individuals with sensory loss

The learner can:

1. set up the environment to promote effective communication with individuals with sensory loss
2. reflect on how well the environment has facilitated effective communication with individuals with sensory loss
3. suggest ways that the environment can be adapted to promote communication with sensory loss.

Unit SS OP2.2 Support effective communication with individuals with a sensory loss

Additional guidance

- Sensory Loss could include:
 - Sight loss
 - Hearing loss
 - Deafblindness
- Others could include:
 - Other professionals
 - Carers / family members
 - Advocates
 - Colleagues

Unit SS OP2.3 Contribute to the support of individuals with multiple conditions and/or disabilities

Level: 2
Credit value: 3
UAN number: A/601/4895

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to the support of individuals with multiple conditions and/or disabilities.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand the impact of multiple conditions and/or disabilities on individuals
2. Know the support available for individuals with multiple conditions and/or disabilities
3. Contribute to the support of individuals with multiple conditions and/or disabilities
4. Evaluate own contribution to the support of an individual for an activity

Guided learning hours

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

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 4.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit SS OP2.3 Contribute to the support of individuals with multiple conditions and/or disabilities

Assessment Criteria

Outcome 1 Understand the impact of multiple conditions and/or disabilities on individuals

The learner can:

1. identify possible **multiple conditions and/or disabilities** individuals may have
2. explain how multiple conditions and/or disabilities may have additional impacts on individuals' **well being** and quality of life.

Outcome 2 Know the support available for individuals with multiple conditions and/or disabilities

The learner can:

1. explain the roles of professionals who may provide support to individuals with **multiple conditions and/or disabilities**
2. identify the equipment that may be required to support the additional needs of individuals with multiple conditions and/or disabilities
3. identify the resources that may be required to support the additional needs of individuals with multiple conditions and/or disabilities
4. describe how **informal networks** can provide support to individuals with multiple conditions and/or disabilities.

Outcome 3 Contribute to the support of individuals with multiple conditions and/or disabilities

The learner can:

1. describe own role in supporting individuals with **multiple conditions and/or disabilities**
2. contribute to the identification of needs and preferences of an individual with multiple conditions and/or disabilities through observation and interaction
3. follow agreed ways of working or a plan to support an individual to participate in an **activity**
4. support the use of equipment or resources to enable an individual to participate in an **activity**.

Outcome 4 Evaluate own contribution to the support of an individual for an activity

The learner can:

1. reflect on own contribution to supporting an individual to participate in an **activity**
2. explain where additional advice, guidance or support can be accessed to improve own practice
3. adapt own practice to meet the needs of an individual.

Unit SS OP2.3 Contribute to the support of individuals with multiple conditions and/or disabilities

Additional guidance

- **Multiple conditions and/or disabilities** could include a combination of factors relating to:
 - Sensory loss
 - Physical health
 - Mental health
 - Physical disability
 - Learning difficulty/disability
 - Emotional health
- **Well Being** could include:
 - Emotional
 - Psychological
 - Physical
- **Informal networks** could include:
 - Family
 - Friends
 - Neighbours
 - Special interest groups
- An **activity** could include:
 - Education
 - Employment
 - Leisure activities
 - Social activities
 - Household or domestic tasks.

Unit SS OP2.4 Contribute to supporting individuals in the use of assistive technology

Level: 2
Credit value: 3
UAN number: H/601/3451

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology.

Learning outcomes

There are **two** learning outcomes to this unit.

The learner will:

1. Understand the range and purpose of assistive technology available to support individuals
2. Contribute to the use of selected assistive technology

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Sensory Services 4, 5, 6, 7, 9, 11

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

- Learning Outcome 2 must be assessed in real work environment

Unit SS OP2.4 Contribute to supporting individuals in the use of assistive technology

Assessment Criteria

Outcome 1 Understand the range and purpose of assistive technology available to support individuals

The learner can:

1. define the term assistive technology
2. list a sample of assistive technology aids
3. explain the functions of the sample of assistive technology aids selected
4. describe how the sample of assistive technology aids selected can be utilised to promote participation, access and inclusion.

Outcome 2 Contribute to the use of selected assistive technology

The learner can:

1. support an individual to access information about assistive technology
2. support an individual to use assistive technology following instructions and / or agreed ways of working
3. provide feedback on the effectiveness of assistive technology.

Unit SS OP2.5 Support individuals to negotiate environments

Level: 2
Credit value: 4
UAN number: F/601/5160

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to support individuals to negotiate environments.

Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

1. Understand the factors that impact on an individual being able to negotiate their environment
2. Prepare to support an individual to negotiate an environment
3. Support an individual to negotiate an environment
4. Review support provided to an individual to negotiate an environment.

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Sensory Services 8, 9, 10, 11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

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

Unit SS OP2.5 Support individuals to negotiate environments

Assessment Criteria

Outcome 1 Understand the factors that impact on an individual being able to negotiate their environment

The learner can:

1. identify conditions and/or disabilities that may impact on an individual's ability to negotiate familiar and unfamiliar environments
2. describe environmental factors that may impact on an individual's ability to negotiate familiar and unfamiliar environments

Outcome 2 Prepare to support an individual to negotiate an environment

The learner can:

1. outline own role in supporting an individual to negotiate an environment
2. identify the environmental barriers that need to be addressed for an individual to negotiate an environment
3. use resources that are available to support the individual to negotiate an environment.

Outcome 3 Support an individual to negotiate an environment

The learner can:

1. follow an agreed plan or instructions to support an individual to negotiate an environment
2. address the identified environmental barriers to support an individual to negotiate an environment
3. provide information which supports the individual when negotiating an environment.

Outcome 4 Review support provided to an individual to negotiate an environment.

The learner can:

1. find out how the individual felt about negotiating an environment
2. gather and record observations about the individual's ability to negotiate an environment
3. feedback recorded observations to others
4. identify own contributions to supporting an individual to negotiate an environment
5. adapt own practice to meet the needs of the individual.

Unit SS OP2.5 Support individuals to negotiate environments

Additional guidance

- **Conditions and/or disabilities** could include factors relating to:
 - Sensory loss
 - Physical health
 - Mental health
 - Physical disability
 - Learning difficulty/disability
 - Emotional health
- **Resources** could include:
 - Other professionals
 - Assistive technology / aids
- **Others** could include:
 - Other professionals
 - Carers / family members
 - Advocates
 - Colleagues

Appendix 1 Sources of general information

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

Providing City & Guilds qualifications – a guide to centre and qualification approval

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

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

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLA assessments.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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

City & Guilds is a registered charity
established to promote education and
training

DRAFT